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ABSTRACT

This social studies curriculum integrates the study of geographic, economic, historic, political and social features of nations in the Western Hemisphere with the development of key concepts and skills. While this curriculum focuses on the geographic and economic features of countries in the Western Hemisphere, it gives equal weight to the history and culture of each region studied. The curriculum is designed to help students understand that the environment influences but does not determine culture. Human beings make choices about what to do with their environment and these choices are influenced as much by history as by geography. This curriculum also emphasizes the interdependencies that have linked and continued to link people in the Western Hemisphere. Through the process of cultural diffusion, ideas, values, and products have been exchanged between societies, and changes have resulted from these cross-cultural contacts. An appreciation of the connectedness as well as the diversity of the various nations in the Western Hemisphere will promote an understanding in students of the links between nations today. This bulletin contains teaching strategies, springboard activities, and worksheets. (BZ)

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Social Studies Grade 5

The Western Hemisphere

Themes I and II

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TEACHER STRATEGIES AND STUDENT WORKSHEETS

NEW YORK CITY BOARD OF EDUCATION
Division of Curriculum and Instruction
Office of Curriculum Development and Support

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Social Studies Grade 5

The Western Hemisphere

Themes I and II

TEACHER STRATEGIES AND STUDENT WORKSHEETS

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Social Studies Grade 5

The Western Hemisphere

Themes I and II

TEACHER STRATEGIES AND STUDENT WORKSHEETS

NEW YORK CITY BOARD OF EDUCATION
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Office of Curriculum Development and Support

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Foreword

Social Studies Grade 5 has been developed in response to the New York State Regents Action Plan in social studies, K-6. Throughout the period during which this bulletin was developed, pilot-tested and revised, participants in the curriculum process were concerned with the following:

- providing a background of concepts such as cultural diffusion and interdependence to help students gain a global perspective;
- infusing information processing and problem solving skills;
- building attitudes of personal and social responsibility to prepare students for participatory citizenship.

We have addressed these issues, as New York State does in its K-6 Social Studies syllabus, using an integrated approach. The geography, history, and the political, economic, and social systems of the Western Hemisphere form the content. There are ten major concepts to be emphasized including citizenship, change, scarcity, technology. The infused process skills are reading comprehension, writing, higher level thinking, and personal and social skills. In thus linking content, skills, and concepts* in this curriculum, we enable students not only to cope with their present but also to meet the challenges of their future.

Charlotte Frank

Charlotte Frank
Executive Director
Division of Curriculum and Instruction

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* For a complete presentation of the skills, concepts, and content to be integrated, see the chart on page 5.

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How to Use This Bulletin

Introduction

The new Social Studies Grade 5 curriculum bulletin, which has been developed with input from teachers and supervisors across the system, updates and supersedes earlier curricula. This curriculum conforms to the New York State Regents Action Plan in social studies, K-6. It integrates the study of geographic, economic, historic, political and social features of nations in the Western Hemisphere with the development of key concepts and skills. (See the diagram in this section, which illustrates New York State's integrated approach to the K-6 social studies syllabus.)

While this curriculum focuses on the geographic and economic features of countries in the Western Hemisphere, it gives equal weight to the history and culture of each region studied. The new curriculum is designed to help students understand that environment influences but does not determine a people's culture. Human beings make choices about what to do with their environment; these choices are influenced as much by history as by geography.

This new Social Studies Grade 5 curriculum also emphasizes the interdependencies that have linked and continue to link people in the Western Hemisphere. Through the process of cultural diffusion, ideas, values, and products have been exchanged between societies, and changes have resulted from these cross-cultural contacts. An appreciation of the connectedness as well as the diversity of the various nations in the Western Hemisphere will promote an understanding in students of the networks linking nations today.

Teachers should note that the development of major concepts highlighted in this Social Studies Grade 5 curriculum, e.g., environment, culture, interdependence, and citizenship, begins in earlier elementary grades. Further elaboration of these same concepts continues in each successive elementary grade, spiraling up to the secondary school grades, where their treatment is more complex and sophisticated.

Suggestions for Using this Bulletin

This curriculum bulletin is designed to assist teachers and supervisors in the implementation of the Social Studies Grade 5 curriculum. The materials presented in this guide represent approaches for teaching Themes I and II.

While Theme I, which relates to one broad topic, has not been subdivided, Theme II and succeding themes have been divided into several subthemes with rationales. These subthemes are themselves subdivided into strategies that incorporate concepts, understandings, content and skills objectives, springboard to the activity, development, and summary/application. Many strategies also include a word warm-up and suggested follow-up activities.

Strategies are suggested teaching techniques which illustrate how a particular topic might be taught. They are provided to assist teachers in planning lessons. The content and skills objectives in each strategy present specific knowledge and skills that students should achieve at the completion of that strategy. The concepts and understandings to be developed as a result of that strategy are also listed.

Strategies include a variety of techniques geared to enable the teacher to achieve the content and skills objectives of that particular learning activity. Each strategy provided in this curriculum bulletin aims to promote learning by including one or more skills in an area such as critical thinking, reading, writing, map interpretation, and problem solving. These strategies call for a variety of activities, including roleplaying, simulations, small-group discussions, brainstorming, debates, research activities, interviews, and "hands on" experience.

Springboards provide activities to motivate students' curiosity and involve them in the strategy. The word warm-ups include models for teaching new social studies vocabulary. New terms are taught when they first appear in this Social Studies Grade 5 curriculum. Should you wish to refer back to the model activities for a term, each theme includes a list of vocabulary which appears in that volume.

Worksheets, which immediately follow the corresponding strategy, contain teaching/learning activities including such primary sources as photographs, diaries, documents, maps, charts, graphs, diagrams, speeches, and letters of a particular era. These high-interest materials can become a viable basis for developing critical thinking skills while assisting students in mastering the relevant factual information.

Teachers should be reminded that they are not expected to adopt all the materials contained in this document for classroom use; indeed, it would be impossible to do so, because of the extent and variety of materials.

The strategies are only suggested approaches for teaching this curriculum. The variety of materials gives teachers options from which to choose in meeting the particular needs of their students. However, as a general guide to the time that should be allotted each theme, teachers can refer to the "Themes and Suggested Time Allotment." Furthermore, topics which should be studied at a minimum are starred * in each theme's Content Outline.

It should be emphasized that although the materials contained within this document provide the ingredients for lessons, the strategies themselves do not constitute lesson plans, nor are they intended as substitutes for lesson plans. Teachers should, however, integrate the materials and strategies into their daily lessons plans.

Moreover, although this curriculum design contains a variety of materials not usually found in traditional textbooks, it is not intended as a replacement for the textbook; rather, these are supplementary materials which should enrich and enliven the teaching/learning process.

Social Studies Grade 5
Themes and Suggested Time Allotment

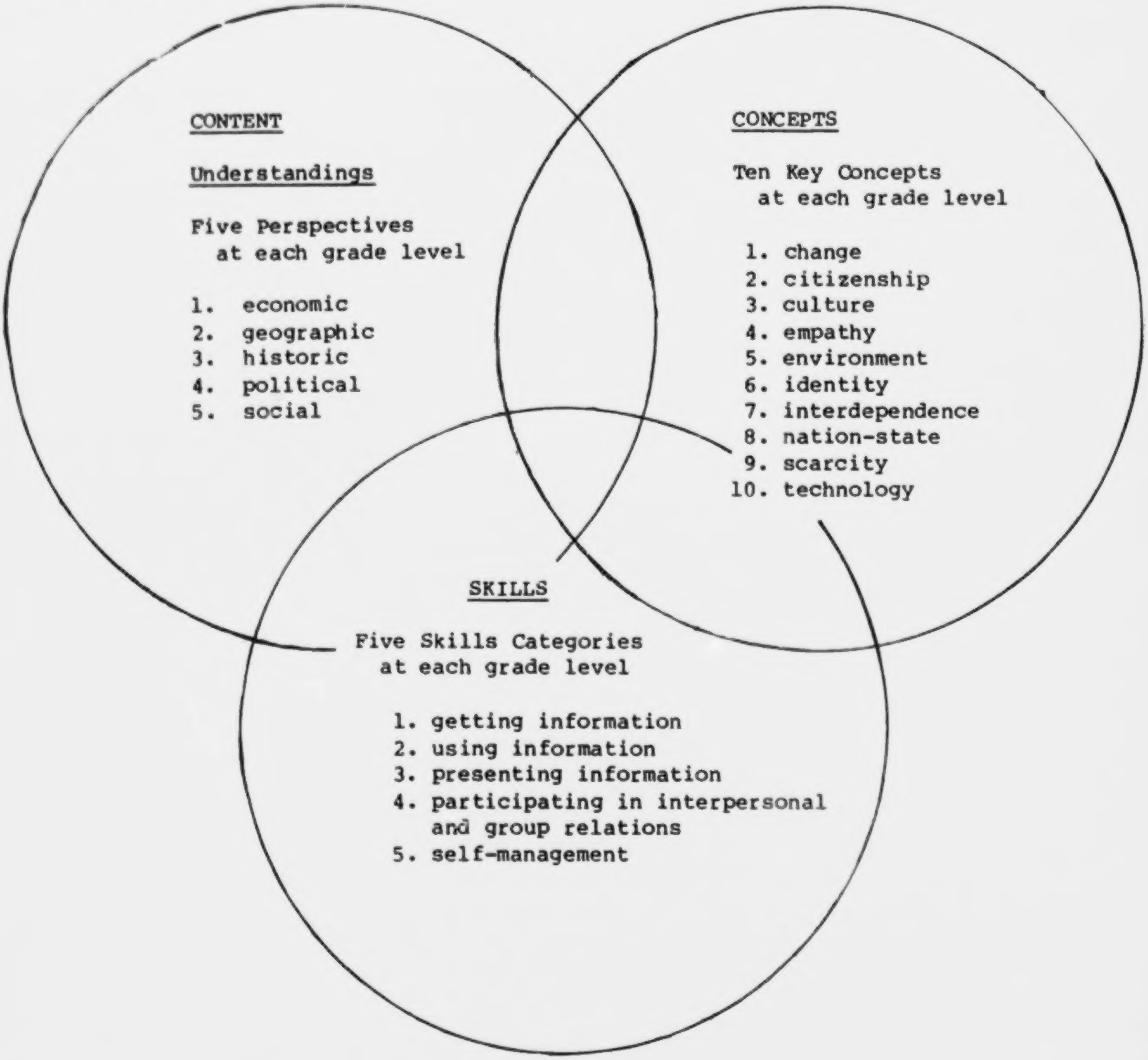
THEME I:	The Geography of Planet Earth Influences the Ways People Live	2 weeks
THEME II:	Our Mexican Neighbors Have Been Affected by Their Environment	6 weeks
THEME III:	Our West Indian Neighbors Have Been Affected by Their Environment	7 weeks
THEME IV:	Our Central American Neighbors Have Been Affected by Their Environment	6 weeks
THEME V:	Our South American Neighbors Have Been Affected by Their Environment	7 weeks
THEME VI:	Our Canadian Neighbors Have Been Affected by Their Environment	6 weeks
THEME VII:	People in Regions of the United States Have Been Affected by Their Environment	4 weeks

The New York State Approach to Teaching Social Studies

Integrated Approach of Revised New York State Social Studies (K-6) Syllabus

The diagram below illustrates the approach to the social studies (K-6) curriculum taken in the New York State Regents Action Plan. Content understandings from each of the five perspectives are selected to build toward the learning of ten key concepts. At the same time, teachers are encouraged to plan each social studies lesson with regard to systematic skills development.

Definitions of the ten key concepts and elaboration on the five skills categories follow the diagram.



CONTENT

Understandings

Five Perspectives
at each grade level

1. economic
2. geographic
3. historic
4. political
5. social

CONCEPTS

Ten Key Concepts
at each grade level

1. change
2. citizenship
3. culture
4. empathy
5. environment
6. identity
7. interdependence
8. nation-state
9. scarcity
10. technology

SKILLS

Five Skills Categories
at each grade level

1. getting information
2. using information
3. presenting information
4. participating in interpersonal and group relations
5. self-management

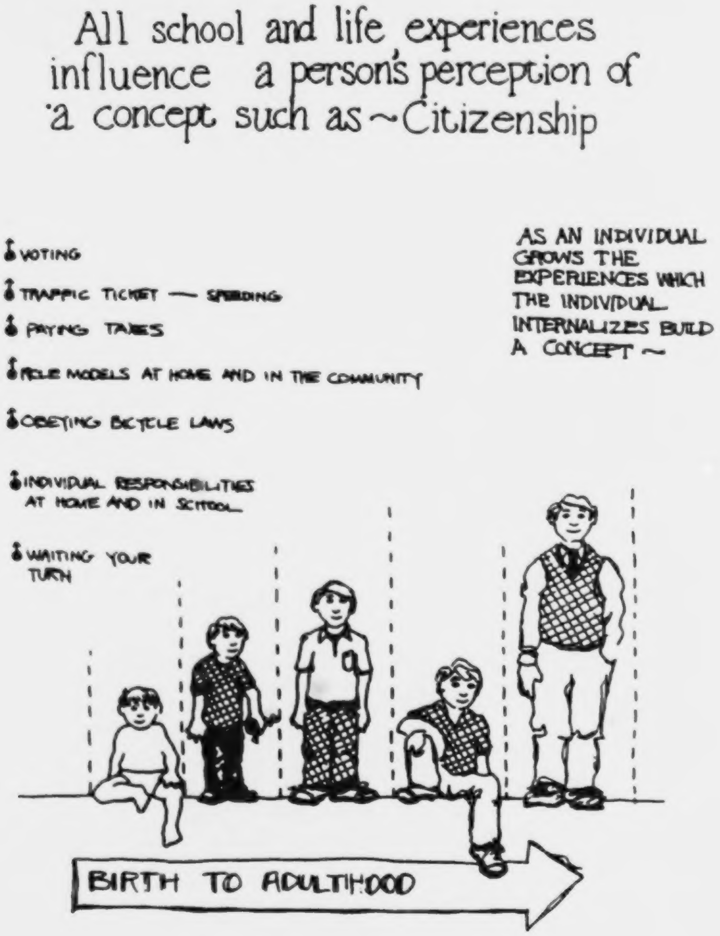
Concepts of the Elementary Program

Concepts are content organizers. They are mental images or word pictures conveyed by a single word or word combination. The following characteristics apply to concepts.

A concept is:

- usually abstract, as opposed to concrete.
- a product of the analysis and synthesis of facts and experiences rather than a definition to be learned.
- constantly subject to expansion of meaning and delineation of detail, as experience provides different settings and different relationships in new contexts.

Illustrated graphically, a student grows to incorporate new experiences into his/her existing framework and at the same time modifies that mental framework, changing and extending it. Content understandings and activities are designed to foster conceptual growth.


All school and life experiences influence a person's perception of a concept such as ~Citizenship
VOTING
TRAFFIC TICKET — SPEEDING
PAYING TAXES
ROLE MODELS AT HOME AND IN THE COMMUNITY
OBEYING BICYCLE LAWS
INDIVIDUAL RESPONSIBILITIES AT HOME AND IN SCHOOL
WAITING YOUR TURN
AS AN INDIVIDUAL GROWS THE EXPERIENCES WHICH THE INDIVIDUAL INTERNALIZES BUILD A CONCEPT ~
BIRTH TO ADULTHOOD

Text and diagram adapted from Bureau of General Education Curriculum Development, *Grade 5 Social Studies Program* (Albany, NY: The University of the State of New York, The State Education Department, 1982), p. 2.

Definitions of Key Concepts in the Elementary Program

The ten keys concepts of the K-6 social studies curriculum are:

CHANGE
basic alterations in things, events, and ideas

CITIZENSHIP
membership in a community (school, state, nation....) with its accompanying behaviors, rights, and responsibilities

CULTURE
the way of living any society develops to meet its fundamental needs

EMPATHY
the ability to understand others through being able to identify in one's self responses similar to the experiences, behaviors, and responses of others

ENVIRONMENT
surroundings, including natural elements and elements created by humans

IDENTITY
awareness of one's own values, attitudes, and capabilities as an individual and a member of groups

INTERDEPENDENCE
reliance upon others in mutually beneficial interaction and exchange

NATION-STATE
a geographical/political organization uniting people by a common government

SCARCITY
the conflict between unlimited needs and wants and limited natural and human resources

TECHNOLOGY
the tools and methods used by people to get what they need and want

Adapted from Bureau of General Education Curriculum Development, *Grade 5 Social Studies Program* (Albany, NY: The University of the State of New York, The State Education Department, 1982), p. 3.

Skill Categories in the Elementary Program

1. GETTING INFORMATION

   A. Identifying sources of information (e.g., primary and secondary sources; tables; graphs; pictures, maps, artifacts)
   B. Locating sources of information (e.g., card catalogues, indices, tables of contents, museums)
   C. Identifying the types and kinds of information needed (e.g., recognizing relevant versus irrelevant information)
   D. Locating in sources the main elements (main ideas) and supportive elements

2. USING INFORMATION

   A. Classifying and/or categorizing data (e.g., Placing ideas in order--chronological and other, identifying differences and similarities in data)
   B. Evaluating data (e.g., differentiating fact from opinion, identifying frames of reference, detecting evidence of propaganda)
   C. Drawing inferences from data
   D. Formulating and testing hypotheses
   E. Generalizing from data

3. PRESENTING INFORMATION

   A. Speaking in an effective way
   B. Using media and various visuals for communicating ideas
   C. Writing in an expository way

4. PARTICIPATING IN INTERPERSONAL AND GROUP RELATIONS

   A. Participating in group planning and discussion by following democratic procedures
   B. Assuming responsibility for carrying out tasks

5. SELF-MANAGEMENT SKILLS

   A. Evidencing a growing capacity to explain why one might feel or act the same way as another, were one in the other's social and situational setting
   B. Demonstrating a decrease in ethnocentric and stereotypic perceptions
   C. Demonstrating an increase in the ability to empathize
   D. Demonstrating a growing capacity to accept diversity as inevitable and natural
   E. Developing constructive attitudes toward change, ambiguity and conflict

Adapted from Bureau of General Education Curriculum Development, *Grade 5 Social Studies Program* (Albany, NY: The University of the State of New York, The State Education Department, 1982), pp. 5-9.

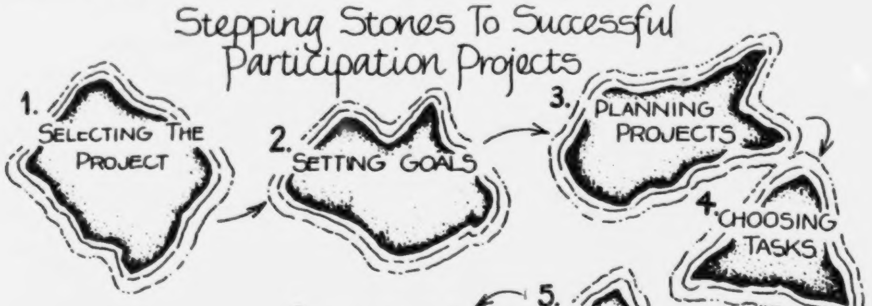
Developing Participation Projects

At every grade level (K-6), teachers are encouraged to work with students to plan and organize major Participation Projects. These projects provide excellent opportunities for accomplishing the following objectives:

- the development of meaningful relationships in the minds of students between content study and real-life applications of learned material and skills
- the meeting of the diverse needs of all types of learners through activities that allow for contributions from all pupils
- the integration of skills and processes with content learning
- the emphasis on active participation as a building block of citizenship

Because Participation Projects can extend over long periods of time and include all of the social science diciplines, it is easy to feel overwhelmed by their scope and range. However, the key to successful accomplishment of any of the Projects lies in the very title Participation Projects. The Projects are designed to be planned with students, and students are expected to carry out many of the major roles necessary for completion of the Projects as a vital part of the learning process. If the teacher's role is seen as a guide and facilitator, the task is reduced to manageable size.

The "Stepping Stones" guidelines that follow offer suggestions for developing and managing Participation Projects. The chart provides an outline of the sequence of major steps in any Participation Project. This can be copied and placed on a bulletin board. As each step is completed, an indicator can be placed on that step, supplying pupils with a visual record of what has been done and what needs to be accomplished.



Stepping Stones To Successful Participation Projects

Text and illustration adapted from Bureau of General Education Curriculum Development, *Grade 5 Social Studies Program* (Albany, NY: The University of the State of New York, The State Education Department, 1982), pp. 20-21.

Sample Grade 5 Participation Project

"Come to the Fair: The World in Our Community"

Each of the themes in Social Studies Grade 5 social studies includes one strategy which involves students in creating a fair, fiesta or carnival highlighting the culture of the country or region being studied. These strategies can be made the basis for an exciting Participation Project in which students create a Western Hemisphere fair that represents the ways various countries or cultures have influenced New York City.

By using tables or desks decorated as "booths," you can represent ways various cultures, countries, or time periods have become a part of our community's culture. Develop a fair to display and share products, crafts, and foods connected with each area. Involve parents and grandparents in contributing items and/or skills, such as teaching a craft or telling a folktale. Adding costumes would enhance children's appreciation for the uniqueness of varying cultures and our interdependence in a global world.

The following are some guidelines to assist the teacher in developing such a project:

Stepping Stone 1: Selecting the Project

Students should be a part of the process of choosing the Project to be undertaken. The teacher should provide students with at least two choices. Some additional grade 5 Projects--alternatives to a "Come to the Fair" Project appear on the following pages.

Stepping Stone 2: Setting Goals

After discussing all possibilities, the class which has chosen to create a Western Hemisphere fair might set the following goal: To represent how eight different nations or cultures in the Western Hemisphere have influenced culture in New York City.

Stepping Stone 3: Planning Projects

After brainstorming or "webbing," the class might decide to design and construct decorated "booths" for each country. They might decide that at each booth the following will be displayed: foods, crafts, games, music, costumes, folktale readings.

Stepping Stone 4: Choosing Tasks

At this step, committees can be formed. In doing so, students should be encouraged to honestly assess personal and group strengths and needs, talents and weaknesses. A class whose goal is to create a Western Hemisphere fair might decide that one committee would become responsible for crafts, another for food, a third for music, etc.

Stepping Stone 5: Finding Sources and Resources

At this step it is important to emphasize going beyond books to include human and multi-media sources. Equally important is a stress on reaching out into the community. The student, for example, who is responsible for preparing the food to be featured at a nation's booth might begin by examining relevant sources, i.e., recipes, on the worksheets in the Social Studies Grade 5 bulletin. After consulting cookbooks, etc., he or she might write or telephone the nation's consulate in New York City to ask for any relevant information it can provide. People in the community (relatives or friends who immigrated from that country) can be interviewed about dietary habits there. Typical recipes can be obtained. Willing cooks can be prevailed upon to create dishes for the fair.

Stepping Stone 6: Setting Time Limits

By postponing the setting of time limits to this stage of the Project process, students are more aware of the scope of the activity through their participation in planning and are better able to anticipate required amounts of time necessary for completion.

Stepping Stone 7: Activity Action

As each group works toward completion of its tasks, daily checks and weekly evaluation sessions, stressing constructive use of criticism, are imperative.

Stepping Stone 8: Project Completion

This stage involves setting standards, listing criteria, and assessing work to date. These steps form the basis for completion of the Project.

Stepping Stone 9: Audience Sharing

Other classes and parents should be invited to attend the fair. As students share the crafts they have made, the foods they have cooked, the games they have staged, and the folktales they have narrated, they will obtain feedback on their efforts. These opinions will be very important in helping children to realistically assess their work.

Stepping Stone 10: Evaluation

Essential to adult life is the ability to reflectively and critically evaluate one's work. Participation Projects should allow this process to develop in a nonthreatening atmosphere. This process might include evaluation forms, oral feedback, and critiques from the experts.

Text adapted from Bureau of General Education Curriculum Development, *Grade 5 Social Studies Program* (Albany, NY: The University of the State of New York, The State Education Department, 1982), pp. 22-23.

Suggested Participation Projects for Grade 5

Geographic Gleanings

The impact of geography on a community's growth and development can be made more relevant through a study of local geographic features as they influenced local growth. Geologic maps and surveys, and resource people (geologists, historians, economic experts) could provide input. Students could explore early settlement and economic development as related to geography and climate. They could map and chart economic areas in and around the community, and prepare the results as a display or booklet in a local library, town or city hall, or bank.

Econolinks: A Study of Our Community's Economic Links to the World

Economic interdependence can be made more relevant to students through a study of local business and industry links to the global world. Students could act as research teams assigned to study and record sources of raw materials and goods, markets, foreign offices, and other links outside of the community. Information could be mapped, charted, graphed, and compiled into a booklet that might be distributed through the local chamber of commerce or library.

Uniquely You

Students could develop an appreciation for individual uniqueness through journals, diaries, or visual forms related to themes concerning heritage and genealogy. They could be encouraged to incorporate their feelings in relation to inherited traits, qualities, physical attributes, and customs. Distinctions should be made between characteristics developed through family influences and those that make a person uniquely individual. Discussions should include the influences and effects of environment, family structure, and culture.

Child-to-Child Clubs

Encouraging children to share and communicate with peers in other cultures or countries has valuable benefits. Providing opportunities for such activities through the classroom structure of a "Child-to-Child Club" aids in keeping pupils attuned to the task, and encourages sharing of letters, feelings, stamps, and other items which might have been exchanged through correspondence. Discussions should be aimed at helping children appreciate likenesses, differences, and the qualities which make individuals and cultures unique. Varying the means of displaying information learned and sharing items would make pupils active participants in the planning, decision-making, and evaluative processes.

Journeys: The World in Our Community

Students could tour the community to locate and list signs of the influences and effects of other countries and cultures. Among topics to be noticed might be architectural motifs, religions, ethnic restaurants, and stores. Photographs, drawings, tapes, and poems could be used to record information gathered. These could be incorporated into a product (booklet, newspaper, etc.) to be shared with the community. This product could be presented at a formal gathering, with local officials, at a site such as the local historical society. Students should be assigned the management aspects of making the necessary arrangements for all aspects of the project.

Decision Dilemmas

By describing the life of a person from a designated culture, country, or time period (past, present, or future) in terms of dilemmas faced and decisions made, pupils could become involved in moral, political, and ethical issues of the times. Descriptions should be based on information gained through class study and/or research, with the addition of the feelings the person might have experienced as each dilemma was met and the effects of each decision became known. Comparisons to present-day dilemmas may be made and discussed. Dilemmas could be acted out, roleplayed, catalogued by categories, or written into simulations. Group and individual reactions could be listed, graphed, and discussed. Students could devise ways to present this information to a variety of audiences and find a means of involving the audience.

Artifact Attack

Students might collect, label, display, and explain artifacts relating to the study of a culture, country, or time period. In the absence of realia, pupils could research and create their own artifacts, incorporating these into a mini-museum. This could become an on-going project carried on throughout the year, or even become an integral part of the school, being added to continuously.

Walk-on Timelines

Gaining a sense of time as it relates to history is often difficult, but it could be developed through the experience of "walking through time." With students, make a timeline extending from the Earth's beginnings to the present, including the dates of major cultural developments, noteworthy events, and the growth of civilizations. Using mural paper or other sturdy materials, place the timeline on the floor of the school corridor and allow pupils to "walk through history," discussing items along the way. Appropriate murals, pictures, or posters placed on the walls to correspond with each major date would enhance the students' feel for historical distances, lengths of time, and important developments. Other lines could be placed next to the main line for comparison--a student's own timeline, family timelines, lines for individual countries or cultures.

Text adapted from Bureau of General Education Curriculum Development, *Grade 5 Social Studies Program* (Albany, NY: The University of the State of New York, The State Education Department, 1982), pp. 24-25.

Content Outline

Content which should be taught at a minimum is starred * below.

THEME I: THE GEOGRAPHY OF PLANET EARTH INFLUENCES THE WAYS PEOPLE LIVE

*A. People Are Affected by Their Physical Environment As They Attempt to Fulfill Their Basic Needs.

1. Planet Earth is made up of both physical features (not made by people) and cultural (human-made) features.

2. To survive on Earth, human beings need food, water, shelter and clothing.

3. Much of the Earth's surface is unsuitable for sustaining human life.

    -- Approximately 30 percent of the Earth's surface is covered by water.

    -- Harsh environments (desert, ice cap, mountains) cover large areas of Earth.

*B. The Collection of Ways Each Human Group Has Devised for Meeting Its Basic Needs Is Known As Its Culture.

1. The Aleuts of the Arctic and the Kung of the Kalahari Desert have developed cultures that help them survive in harsh physical environments.

2. The culture of a people includes both customs (usual and accepted practices among the group) and technology (their tools and knowledge of how to use them).

*C. The Continents and Oceans of Planet Earth Can Be Represented in Various Ways on Maps.

1. Seven large landmasses, called continents, and four oceans comprise the Earth.

2. The features of the Earth are best represented on a globe.

3. Mercator, polar, equal area and broken projection maps serve different purposes.

4. The equal area projection is the one most commonly used, because it least distorts the continents and oceans.

*D. Map Symbols Help Us Read and Interpret Maps.

1. Maps can use either pictorial or abstract symbols to represent features of the Earth.

2. The meaning of a map's symbols is found in its legend or key.

*E. Map Scale Establishes the Relationship between What Is Seen on a Map and Actual Size and Shape of the Area Represented.

1. Large-scale maps show more detail than small-scale maps.

2. Distance between places on a map can be measured by using the map's scale bar.

*F. The Cardinal and Intermediate Directions Allow Us to Locate Places on Earth in Relation to Other Places.

1. On the Earth, north is always toward the North Pole. The other three cardinal directions (south, east and west) are constant in relation to north.

2. The intermediate directions are northeast, northwest, southeast and southwest.

*G. Map makers Often Divide the Earth into Hemispheres.

1. A hemisphere is one-half of the Earth, that is, one-half of a sphere.

2. The equator (0° latitude) is an imaginery line that divides the Earth into Northern and Southern hemispheres.

3. The prime meridian (0° longitude) is an imaginery line that divides the Earth into Eastern and Western hemispheres.

4. Knowing the hemispheric location of a place helps to pinpoint its exact location.

*H. Latitude and Longitude Make It Possible to Identify Specific Places on the Earth.

1. The latitude of a place is its distance, measured in degrees, north or south of the equator.

   -- Latitude lines are also known as parallels.

2. The longitude of a place is its distance, measured in degrees, east or west of the prime meridian.

   -- Longitude lines are also known as meridians.

3. The coordinates (degrees of latitude and longitude) of a place point to its exact location on the Earth.

*I. Different Types of Maps Symbolically Represent Different Features of the Earth's Surface.

1. Political maps specialize in showing features of the Earth made by people, e.g., the boundaries of countries, states and cities.

2. Physical maps specialize in presenting nature-formed geographical features of the Earth, e.g., climate, topography, resources and vegetation.

*J. Various Landforms Are Found on the Earth

1. Landforms found on the Earth include: mountains, hills, plains, plateaus, continents, peninsulas, islands, deltas and isthmus'.

*K. The Earth Can Be Divided into Eleven Different Ecosystems or Natural Environmental Regions.

1. An ecosystem is a natural environmental region including its land form, climate, natural resources and plant and animal life.

2. The Earth's ecosystems are: desert, mountain, prairie, tundra, marine, steppe, savanna, rain forest, broadleaf forest, needleleaf forest and ice cap.

3. Other geographical features--such as altitude--can create variations within an ecosystem.

L. Human Beings Can and Do Alter Their Ecosystems.

1. Different human groups living in the same or similar ecosystems have devised different ways to meet their basic needs.

   -- The homes of desert people, for example, include the adobe pueblos in the New Mexican desert, the rush huts in the Gezira Plain of Sudan and the goat-skin tents found in the Algerian desert.

THEME II: OUR MEXICAN NEIGHBORS HAVE BEEN AFFECTED BY THEIR ENVIRONMENT

A. Mexicans Are Affected by Their Physical Environment As They Attempt to Fulfill Their Basic Needs.

1. Some people in the United States hold stereotyped images of their Mexican neighbors.

*2. The features of each Mexican ecosystem influence the ways human beings in it meet their basic needs.

   -- Mexico's ecosystems include steppe, rain forest, desert and mountain.

- -- The most heavily populated part of Mexico is the Plateau or Mesa Central, a part of that country's mountain ecosystem.

- -- In addition to geographic factors, cultural factors, like proximity to the United States, and historical factors, like the existence of ancient civilizations, influence the location of Mexican cities.

3. Contrary to the stereotype, the environment for 60 percent of Mexicans is urban.

   -- Air pollution in Mexico's cities is a serious ecological problem.

   -- The most serious problem posed by Mexico's natural environment is a lack of arable land adequate to feed the country's fast-growing population.

B. The History of Mexico Is Characterized by a Struggle for Freedom and Equality.

1. It is now generally believed that the ancestors of both the North and South American Indians migrated from Asia before the last Ice Age.

   -- These nomads, following the food supply, reached the tip of South America by the year 9000 B.C.

   -- The Central and South American nomads settled and developed great civilizations, like those of the Aztecs, Olmecs, Mayans and Incas.

*2. An advanced Aztec civilization existed in Mexico before the coming of the Europeans.

   -- The Aztecs controlled most of the tribes of central and southern Mexico from 1300 A.D. until 1521 A.D.

   -- Tenochtitlan (present-day Mexico City) was the capital of the Aztec Empire.

   -- The Aztec economy was based on communal farming.

   -- No beasts of burden were used by the Aztecs.

   -- At the top of the Aztec social structure were the emperor, royal persons, priest-nobles and warriors, followed by merchants, professional people, craftspeople, agricultural workers and slaves.

*3. In 1521, the Spanish army of Hernando de Cortez fought and defeated the forces of the Aztec emperor, Montezuma.

-- Spanish guns and horses gave the conquistadors an advantage over the native peoples.

-- The Spanish conquest had a profound effect on the language, religion, class structure, ethnicity, economy, government and arts of the people of Mexico.

*4. Mexico's struggle for independence from Spain began on September 16, 1810, when Father Hidalgo issued his Grito de Dolores; it was won in 1821.

5. Mexico lost about half its territory to the United States in the Mexican War, from 1846 to 1848.

6. When Napoleon III installed Archduke Maximilian of Austria as emperor of Mexico in 1861, the United States put pressure on the French to comply with the Monroe Doctrine and withdraw from Mexico.

7. During the presidency of Benito Juarez from 1857 to 1872, constitutional reforms were initiated, including nationalization of Church lands and land redistribution.

*8. Porfirio Diaz, who was president of Mexico from 1876 to 1880 and from 1884 to 1911, attempted to promote economic progress by encouraging foreign investment and favoring wealthy landowners at the expense of the peasants.

*9. The revolution of 1910 to 1920, sparked by Diaz's modernization policies, ushered in a new era of greater political, social and economic freedom for the landless millions.

-- The constitution of 1917 put into law many of the goals of the revolution.

-- During the presidency of Lazaro Cardenas, from 1934 to 1940, some large haciendas were broken up and ejidos (cooperative farms), modeled on traditional Indian farms, were formed.

-- The Mexican government's recent efforts to improve agriculture have benefited the big commercial farms and ranches , but the life of the campesino (peasant) remains filled with hard work and little reward.

-- Throughout the twentieth century, many Mexicans have immigrated to the United States in search of a better standard of living.

C. Mexico Has Taken Important Steps Toward Developing a Modern Economy.

*1. Mexico today is one of the most developed of the developing nations.

2. In 1979 the discovery of huge oil deposits in Mexico led to rapid but short-lived economic growth.

   -- Oil-hungry industrial countries like the United States pressured Mexico to develop its oil quickly.

   -- The Mexican government chose slow development of its oil resources rather than fast income.

   -- The 1981 worldwide recession resulted in a decreased demand for oil, and so Mexico was unable to repay the huge foreign loans it had incurred for development projects.

*3. Mexico's is a mixed economy, that is, one in which the government controls some industries, sets prices for some goods and services and provides its people with some free services.

D. The Future of Mexico Will Involve Cultural Changes.

*1. Mexican culture today is an amalgam of Indian, Spanish and modern Mexican ways.

*2. The traditionalism of the campesinos and their resistance to change stand in the way of government efforts to increase food production.

3. The folk art tradition in Mexico is threatened by industrialization.

*4. Changes in the traditional Mexican family are occurring as the nation becomes more urban and industrial.

5. The traditional Mexican fiesta integrates Spanish Catholic and Indian customs.

Integrating Social Studies Grade 5 with Science

Teachers may want to integrate the study of topics in Social Studies Grade 5 with related topics in the New York City Board of Education's science curriculum. Below is a list of some Social Studies Grade 5 Theme I and Theme II topics and the corresponding chapters and pages in the New York City Board of Education's science bulletins which treat related subjects.

Social Studies Grade 5

Theme I	Related Science Curriculum	
Earth and Its Place in Solar System	Science, Grade 5:	"The Sun's Family," p. 77
Cardinal and Intermediate Directions	Science, Grade 2:	"Sunlight and Shadows," p. 187; "Magnets," p. 196
	Science, Grade 4:	"Finding Directions with a Compass," p. 157
The Physical Environment	Science, Grade 5:	"Little Environments," p. 50
Ecosystems	Science, Grade 4:	"Weather and Climate from Season to Season," p. 225
	Science, Grade 5:	"Climate," p. 106

Social Studies Grade 5

Theme II	Related Science Curriculum	
Mexican Ecosystems	Science, Grade 5:	"Little Environments," p. 50; "Climate," p. 106
Air Pollution in Mexico	Science, Grade 2:	"Moving in the Air," p. 236
The Problem of Growing Enough Food	Science, Grade 3:	"The Needs of Plants and Animals," p. 54

Vocabulary

VOCABULARY TAUGHT IN THEME I

The following vocabulary terms are taught in the word warm-ups in this theme:

Term	Strategy
basic needs	2
cartographer	6
custom	2
data	12
ecosystem	12
environment	1
key	4
landmass	3
large-scale	5
legend	4
physical feature	10
physical map	10
planet	1
political map	10
scale	5
small-scale	5
special purpose map	10
survival	1
survive	1
symbol	4
technology	2

VOCABULARY TAUGHT IN THEME II

The following vocabulary terms are taught in the word warm-ups in this theme:

Term	Subtheme	Strategy
agricultural agent	D	2
ancestors	A	1
annual	C	2
apprentice	D	3
artisan	D	3
assembly	B	9
average	C	2
boom	C	2
boycott	B	11
calorie	A	4
candidate	B	8
climate	A	1
communal	B	10
conquest	B	3
continent	B	1
deed	B	7
dictator(ship)	B	5
emperor	B	6
erosion	A	4
expected	C	1
export	C	4
featherworker	B	2
foreign	C	4
foreign debt	C	5
goods	C	1
haze	A	3
hemisphere	B	1
heritage	D	3
import	C	4
independent	B	10
irrigation	D	2
metalworker	B	2
mixed economy	C	6
modernization	B	7
monopoly	C	5
nationalization	C	6
natural resources	A	1
nonviolent	B	11
oil, crude and refined	C	3
petition	B	9
plateau	B	1
political	B	4
pollution	A	3
rebellion	B	4
republican	B	6
revolution	B	8
rural	D	4
seizure	B	7
services	C	1
smog	A	3
spacious	A	3
spew	A	3
strait	B	1
strike	B	11
symbol	B	10
topsoil	A	4
travelogue	D	1
urban	D	4
vagabond	B	2
wither	A	3

Theme I

The Geography of Planet Earth Influences the Ways People Live

THEME I: THE GEOGRAPHY OF PLANET EARTH INFLUENCES THE WAYS PEOPLE LIVE

RATIONALE

Some geographers divide the Earth into eleven (or fewer) major ecosystems--natural environmental regions that include land form, plant and animal life, natural resources and climate, all working together. Each of these ecosystems, e.g., rain forest, desert, broadleaf forest, offers humans both difficulties and possibilities for meeting their basic needs.

Variations exist within any given ecosystem. For example, Canada, the eastern United States and Brazil all have huge forest areas, but other factors make all three quite different.

Geographic factors, like altitude and ocean currents, can influence an ecosystem. The Atacama Desert, which lies along the coast of Peru and Chile, is a case in point. The Atacama is the driest desert in the world because the cold ocean current along that coast prevents the air from holding moisture, and rain cannot form. For as long as records have been kept, no rain has fallen in certain parts of the Atacama.

Human beings and the choices they make about what to do with their environment also account for ecosystem variations. For example, all desert people need to preserve water; some use clay pots, others skin bags, others baskets. These choices are elements of culture. Environment then influences the way people live but does not determine their culture.

This ecosystems approach to studying the United States and our neighbors--Canada, Mexico, Central America, the Caribbean and South America--requires that students be able to use and interpret maps--the most basic tool of the geographer. Examination, in an ecosystems context, of such basic geographic concepts as continents and oceans, map legends, scale, compass points, the equator, and latitude and longitude will give students an overview of how we can look at and describe different places on the planet, especially the Western Hemisphere, and how environmental factors interact with the way people live. Each theme on specific countries or regions can then begin with a more detailed exploration of ecosystems and the relation of these ecosystems to meeting human needs.

STRATEGY 1

An examination of some of the physical features of the Earth's environment (parts not made by people) suggests that only a small percentage of the Earth's surface really provides the things needed for human survival.

Concepts

- Environment

Understandings

- People are affected by their physical environment as they attempt to fulfill their basic needs.

Content Objectives: Students will be able to:

- Explain why much of the Earth's surface is unsuitable for sustaining human life.
- List and explain the basic elements needed for human survival.
- Recognize the relationship between Earth environment and human survival.

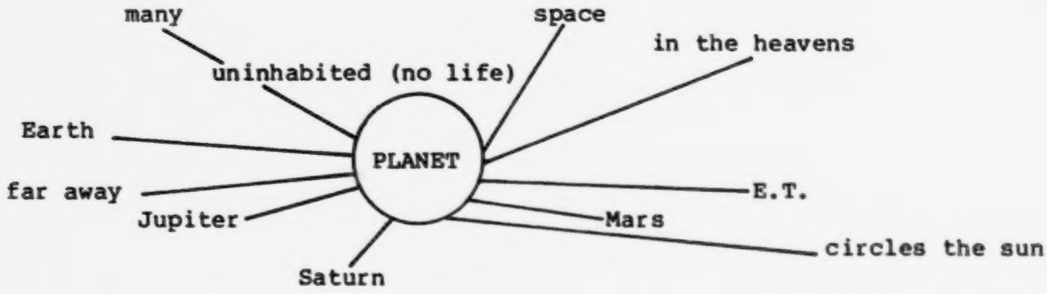
Skills Objectives: Students will be able to:

- Identify physical features of various Earth environments. (interpreting pictures)

Word Warm-up: environment, survive/survival, planet

- Place this sentence on the chalkboard:
  - In the subway the environment is frequently dirty and dark, and the walls of the subway cars are covered with graffiti.
- Ask students:
  - What do you think environment means?
  - How did you figure this out?
  - How would you describe the environment of the block on which the school is located?
- Have students use environment in original sentences. Write their sentences on the chalkboard and ask:
  - What is the environment mentioned in each sentence?
- Write these sentences on the chalkboard:
  - In order to survive, a plant needs light and water, or it will die. Human beings must have food to survive.

- Ask students:
  - What do you think survive means?
  - What clues to the meaning did you find?
- Now place this on the board:
  - One of the reasons the survival rate of people in the U.S. is much higher than at the beginning of the 20th century is the discovery of antibiotics to treat illnesses.
- Ask students:
  - What does survival mean? What clues did you find?
- Use a semantic web to teach planet because students may have some associations with the word.
- Place the word planet in the center of the chalkboard, and ask the students to free-associate the word. Accept all answers and place them on the board. For example:



- Discuss students' answers and ask:
  - Which answers belong together?
  - Does (E.T.) belong here? Why or why not?
- Invite the students to come up with a meaning for planet. (This may be checked against a dictionary.)
- Have students copy the words and their meanings into the vocabulary section of their notebooks (a personalized glossary). This should be done as a matter of course after each word warm-up when new words or familiar words used in a social studies context are introduced.
- You may wish to call the students' attention to the glossary section in their textbooks, pointing out its organization and use.

Development

- Distribute Worksheet 1A, "Searching for Human Life." Divide the class into small groups of equal size. Have students in each group read the scenario, place themselves in the role of explorers from a distant planet, and examine the five photographs. Instruct them to answer together the following questions, which should be written on the chalkboard:

  - Based on these photographs, what do you think is the possibility of human life on the planet? Are any of the environments in these photographs good for human life? (Students should conclude that none of those environments is conducive to human life.)

  - How would you describe each of these environments? What are the physical features of each--that is, the features not made by people? (The physical features of these environments include water, snow, ice, sand.)

  - What planet are you looking at? (The planet pictured is, of course, Earth.)

- Have representatives of each group report the group's findings to the class. If students did not guess or interpret the diagram of the Milky Way on the worksheet, show them that the planet in question is the Earth and the star is the sun.

- Distribute Worksheet 1B, "Another Scene from Planet Earth." Have students, still playing the role of explorers, explain their answers to the following question:

  - Does the addition of this picture change your decision about the possibility of human life on planet Earth? Explain. (The climate, soil and vegetation shown here make it possible for humans to meet their basic needs.)

- Using a wall map of the world (preferably a physical feature map), have students explain their answers to the following questions:

  - Why do you think most of the photos taken of planet Earth from the spaceship showed places humans would not be living? (Students should point out large areas covered by oceans, mountain ranges and ice caps. Some should find desert regions as well. If students are unable to find their way around a world map, these areas can be pointed out to them.)

  - Why do you suppose several of the pictures showed areas covered by oceans? (Even though land areas of the Earth seem huge to us, they cover only 30 percent of the surface.)

  - If human beings are to survive, what basic things do they need? (Food, water, shelter and clothing.)

- Can people find the basic things they need for survival everywhere on our planet? Explain.

Summary/Applicaton

. Finally, ask volunteers to study the wall map of the world to see if they can locate places that might be good for humans to live. (Students, even if unskilled in map interpretation, usually pick out the green areas on a physical feature map.)

Searching for Human Life

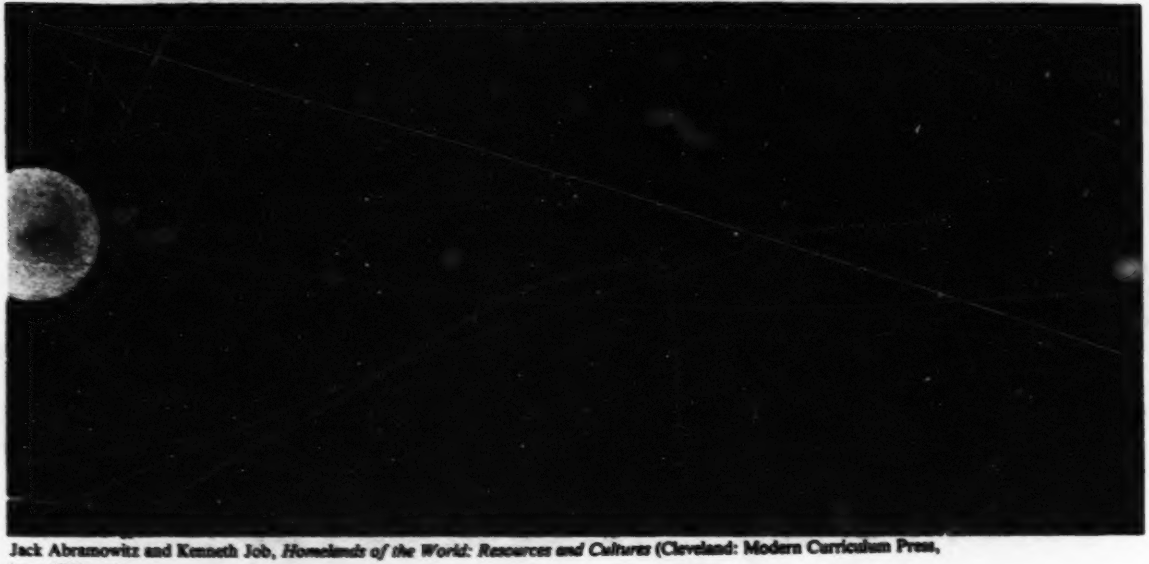
TO THE STUDENT:

Read, think and fill in the blanks.

1. You are an explorer from a distant planet. You are on a mission to find one corner of the universe that might contain human life.

Floyd W. Griggs, *et al.*, *Adventures in Mapping, Level Two* (Chicago: Rand McNally & Company, 1981), p. 34.

2. You come near a star (pictured below) which has a number of planets orbiting, or circling, around it.



Jack Abramowitz and Kenneth Job, *Homelands of the World: Resources and Cultures* (Cleveland: Modern Curriculum Press, Inc., 1982), p.4.

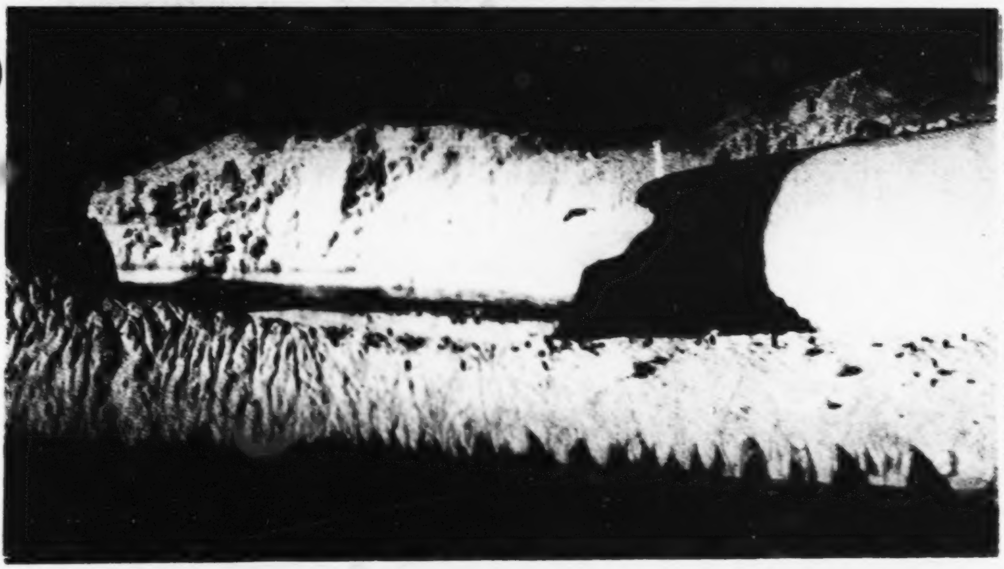
What is this star usually called? ______________________________

The third closest planet to the star looks like a good planet to investigate.

This planet is called ____

3. You and the other explorers take the following pictures of this planet with your laser-powered cameras. Look at the pictures and write the answers to the questions on the lines below them.

A

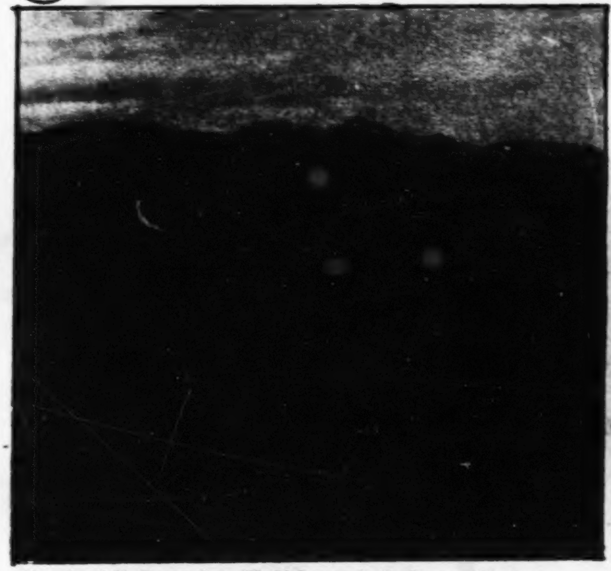


Educational Challenges, Inc., *World Geography* (Lexington, MA: D.C. Heath and Company, 1983), p. 52.

What are the two main features in picture A?

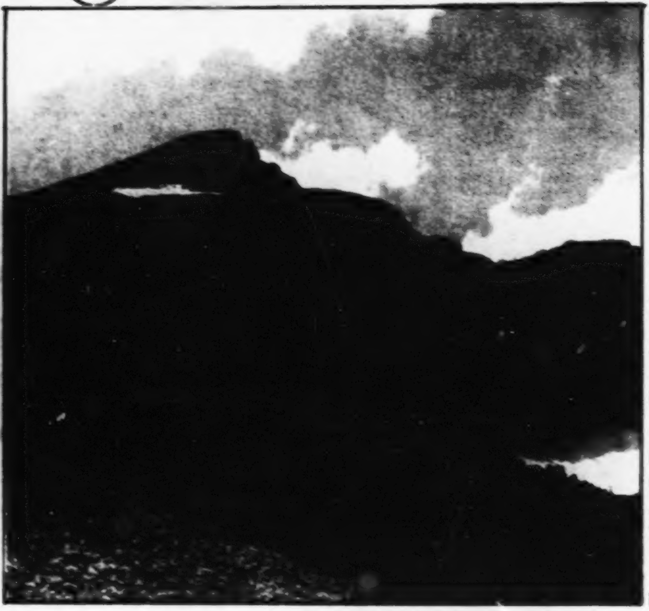
____________________ and ____________________

B



Educational Challenges, Inc., *World Geography* (Lexington, MA: D.C. Heath and Company, 1983), p. 72.

C



Photograph by E. Cooper/Shostal Association as reproduced in Educational Challenges, Inc., *World Geography* (Lexington, MA: D.C. Heath and Company, 1983), p. 204.

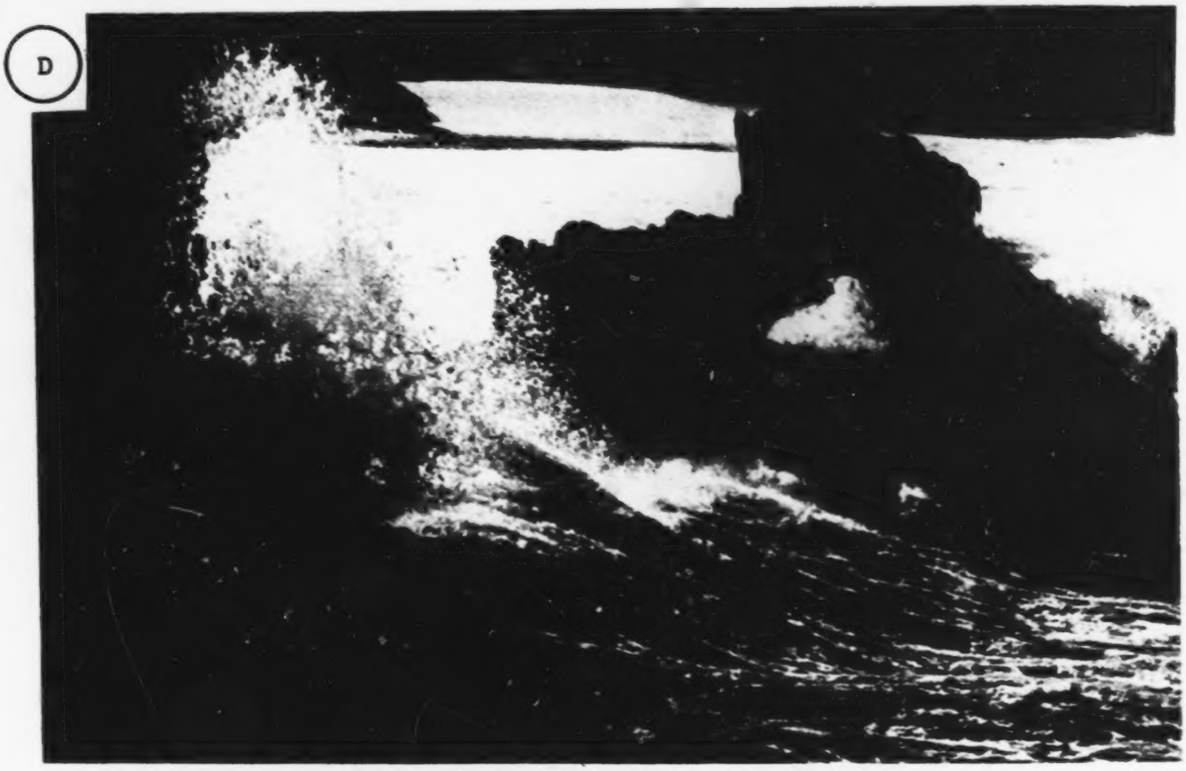
Does picture B show a desert, a forest, or an ocean?

____

Does picture C show a mountainous area, a dry area, or a farm?

____

D

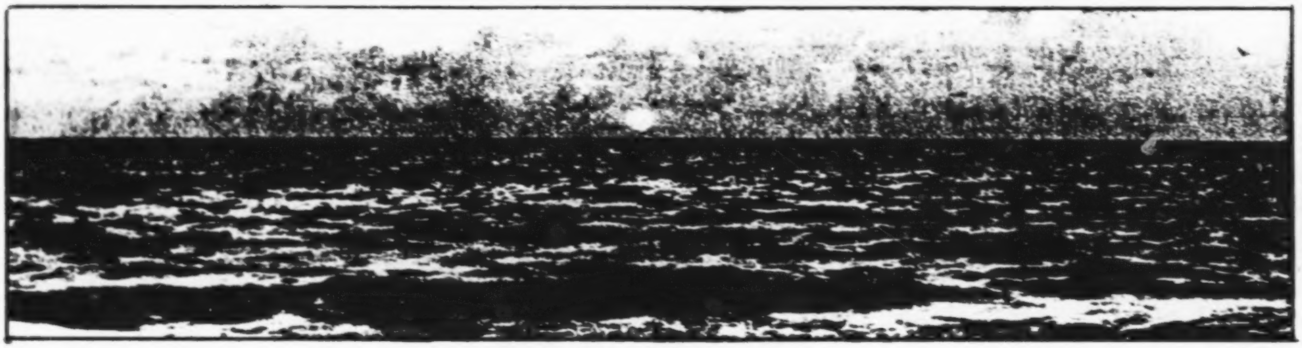


James M. Oswald *et al.*, *Windows on Our World: Planet Earth* (Boston: Houghton Mifflin Company, 1976), p. 268 .

Does picture D show a desert, an ocean, or a mountain?

____

E



Photograph by John Gampert.

What does picture E show?

____

Another Scene from Planet Earth

TO THE STUDENT:

Look at the picture and then answer the questions about it.

Swedish Information Service. Reproduced in Jack Abramowitz and Kenneth Job, *Homelands of the World: Resources and Cultures* (Cleveland: Modern Curriculum Press, Inc., 1982), p. 272.

1. How would you describe this environment?

2. Would it be easy for humans to live on planet Earth if it all looked like this? Why or why not?

STRATEGY 2

Even though good human-support environments do not cover much of our total planet, the world's four billion people are still scattered over huge areas of the Earth. In many places, people find it quite easy to meet their basic needs. Food, water, shelter and clothing are easy to acquire there. Some human groups, however, have found ways to live where the environment is harsh. The collection of ways each human group has devised for meeting its basic needs is known as its culture.

Concepts

- Environment
- Culture
- Technology
- Customs

Understandings

- People are affected by their physical environment as they attempt to fulfill basic needs.
- The effect of geography has been moderated by humans through the use of technology.

Content Objectives: Students will be able to:

- Define human culture as the ways each human group has learned to meet (or devised for meeting) basic human needs.
- Explain ways in which environment influences culture.
- Explain the role played by technology and customs (two components of culture) within a society.

Skills Objectives: Students will be able to:

- Compare and contrast the cultures of the Aleuts of the Arctic and the Kung (formerly known as Bush people) of the Kalahari. (comparing and contrasting)

Word Warm-up: custom, technology, basic needs

- Write the following sentence on the chalkboard:
  - It is a custom in our school to hold the graduation ceremony in the morning followed by a party in the afternoon.
- Read the sentence to the class. Ask:
  - What does custom mean?
  - How did you figure this out?
- Ask the students to give examples of customs in their family or class, for example, birthday customs or holiday customs.

. Write the following on the board:

- It was the custom of the Eskimos to use animal skins for clothes and tents.

. Ask students:

- What does this tell you about the way Eskimos live?

. Now write these sentences on the chalkboard:

- Computers are an example of modern technology at work.

- Advances in technology made possible the trip to the moon.

. Ask:

- What do you think technology means?

- How did you arrive at this meaning?

- What clues are there in the sentence?

. Place these sentences on the chalkboard:

- A bat and a ball are basic needs for a game of baseball.

- Food, clothing and a place to live are basic needs of people.

. Ask for volunteers to read the sentences. Ask:

- How would you define basic needs?

- What are the clues to the meaning of basic needs?

Development

. Distribute Worksheet 2, "Survival in Two Harsh Environments." Divide the class into groups of four. Have half of the class read selection A while the other half reads selection B. Point out the settings of the two readings on a wall map of the world. Have students use their assigned reading to complete the corresponding part of the exercise on the worksheet.

. As representatives of the groups report their findings, have students complete the exercise on the worksheet. Then have them explain their answers to the following questions:

- What do these readings tell us about Earth environments in which people are able to survive? (Some of these environments are very harsh.)

- How are human beings able to survive in the harshest of Earth environments? Explain. (People can survive by devising special ways to meet their basic needs.)

- How would you compare the Aleut's way of life with that of the Kung? In what ways are they alike? In what ways are they different? (Each group has devised its own special ways to meet basic needs in a harsh environment. The ways they have devised differ.)

- The Aleuts and the Kung have each developed a culture. Based on the readings, how would you define culture? (Culture is the collection of ways each human group devises for meeting its basic needs.)

- How does the environment of the Arctic Circle influence the Aleut's culture? (The Aleuts have adapted to their harsh environment. For example, they meet their need for food by hunting and gathering. The skins of the animals they kill become their clothing.)

- How does the environment of the Kalahari Desert influence the Kung culture? Explain. (The Kalahari is so hot and dry that the Kung have found a way to make a drink by mashing the pulp of a melon.)

- How do you suppose individuals come to know how to survive in their environment? Are they born with this knowledge? Is culture learned? Explain by giving examples. (Culture is learned. For example, Tsetchwa probably learned from her parents how to mash the melon pulp.)

- Would you be able to survive in the Kalahari Desert? At the Arctic Circle? Why or why not? (Accept all reasonable responses.)

. Tell students that the quotations in Reading B describe two parts (components) of every culture that help people meet their needs. Write the following on the chalkboard:

Parts of Culture	Examples	Definitions
1. technology	1. a digging-stick	1.
2. custom	2. dividing up the food among group members	2.

. Help students use the examples to review the meanings of technology (a people's tools and knowledge of their use) and customs (usual and accepted practices among a group). Then have them explain their answers to the following:

- How does technology help us meet our basic needs? (Have students brainstorm tools and technology in our culture, e.g., household appliances, military weapons, etc.) What would life be without vacuum cleaners, stoves, trains, etc.?

- Customs help to make things go more smoothly. What are some of our most common customs? How do American customs involving, for example, table manners, family visits, greetings, dating, and marriage, make things go more smoothly?

Summary/Application

- Have students cut from their local newspaper or magazines pictures showing examples of our four basic needs (food, shelter, water and clothing) in their own communities. These pictures could be the basis for a bulletin board display.

- Ask students to make two lists: one of the natural (physical) features of the environment in which they live (climate, plants, animals, plains, etc.), and another list of the features made by people.

- Have the class create an environment collage. One side of the collage could include pictures of natural features of the environment. The other side could include people-made features.

- Tell students to draw a picture of the environment surrounding their communities as they imagine it looked before it was changed in any way by people. If possible, obtain an early picture of the area and have students compare it with their drawings.

Survival in Two Harsh Environments

The reading selections below describe two different Earth environments--their physical (natural) features and some of the things that have been made or changed by people.

Reading A: Life Near the Arctic Circle

TO THE STUDENT:

For hundreds of years, two different groups have lived in scattered bands near the Arctic Circle. The two groups, or cultures, are the Aleuts and the Inuit. The Inuit are the people most of us know as the Eskimo. The story which follows is about the life of the Aleuts.

As you read, see what you can learn about the culture of the Aleuts. Look for an answer to the following question: What special ways have they found to meet their need for food, water, shelter, and clothing?

For Sarah and her brother Amaluk, the winter is the hardest time. It is almost always dark--the long Arctic night--and cold winds blow in off the ice fields. But their house, made from blocks of ice and packed snow, is snug. The floor is covered with warm rugs of seal skin and polar bear fur. Oil from whales or seals provides fuel for lamps. A fire is burning in the center of the room. Sarah's and Amaluk's clothes are warm animal skins, too, because the Aleuts are hunters.

For many hundreds of years, the Aleuts used spears with stone tips for hunting. They also made harpoons, which are spears of wood and bone strong enough to kill a seal or a small whale. They dug holes through the ice to fish, using hooks made of sharp bone. For the past hundred years, Aleuts have been able to trade for harder metal tools and weapons. These are brought to the north country by Americans and by other Canadians.

Amaluk still likes the winter best. The hunt for seals or whales is exciting. All the hunters have to work closely together.

Sarah prefers the spring. The weather warms and the sun melts the snow. Suddenly the land is covered with flowers and bright green mosses or short grass. The family moves farther inland, following a river. Sarah spends long hours searching for firewood. She and her brother help set up the big tent made of animal hides or skins. Best of all, she likes to go out gathering wild berries. Sarah is proud of what she adds to the family's food.

Reading B: The Bush People of the Kalahari

TO THE STUDENT:

Read to find out about the culture of the Kung. What special ways have they found to meet their needs for food, water, shelter, and clothing?

In southern Africa there is a huge dry and hot region known as the Kalahari Desert. It only rains three months of the year. The people who live here must be able to find water or get moisture from plants or animals. They store water in the large shells of ostrich eggs.

The people who live in the Kalahari are called the Kung people. Many centuries ago, they moved from more gentle regions to this harsh, dry desert. No one knows when or why they chose the desert. Now, more than 30,000 Kung roam, or wander, through the desert. They are always searching for water, plants they can eat, or animals to hunt.

A scientist named Elizabeth Marshall Thompson described two parts of the culture of the Kung. How do these two ways of doing things help the people survive?

1. "Tsetchwe placed a melon between her feet and, gripping it firmly with her strong toes, chopped a hole in the top of it with her digging-stick; then, lifting the cap away like the lid of a jack-o-lantern, she mashed the pulp inside until it was liquid. She put the melon to her mouth and, tipping her head back, drank from it, using her long digging-stick to help push the pulp into her mouth...."

2. "One of the hunters, Gai, had killed a gemsbok, a large animal with sharp horns. It would supply the group with food for days. Everyone was excited as the gemsbok was being carved. Tsetchwe began cooking some right away, using an empty melon for a pot.

   "Gai would get the biggest share because he was the hunter. But everyone was also given a share, even while the meat was being carved. By the time all the meat had been carved, everyone had a fair portion."

Elizabeth Marshall Thomas, *The Harmless People* (New York: Alfred A. Knopf, Inc., 1959).

TO THE STUDENT:

After you have finished your reading, fill in either A or B.

HUMAN GROUPS	DESCRIPTION OF PHYSICAL (NATURAL) ENVIRONMENT	SPECIAL WAYS THE GROUP DEVELOPED TO MEET ITS BASIC NEEDS (for food, shelter, and clothing)
A. The Aleuts of the Arctic Circle		
B. The Kung of the Kalahari Desert		

STRATEGY 3

A view of our Earth from space shows seven large landmasses, or continents, and four oceans. These features of the Earth can be best represented on a globe but can also be shown in various ways on maps.

Concepts

- Maps

Understandings

- Maps and globes are visual representations of the Earth and parts of the Earth.

Content Objectives: Students will be able to:

- Explain the advantages and disadvantages of various map projections.

Skills Objectives: Students will be able to:

- Recognize different map projections. (interpreting maps)
- Recognize and locate the seven continents and four oceans. (interpreting maps)

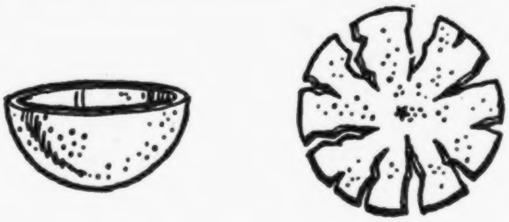
Word Warm-up: landmass

- Write these sentences on the board:
  - North America is a landmass.
  - South America is a landmass.
  - Africa is a landmass.
- Have volunteers read the sentences, and ask:
  - What is another word for landmass? (continent or a very large area of land)

Development

- Show students the classroom globe. (You might briefly review or explain the concepts of Earth rotation and revolution before proceeding.) Have students explain their answers to the following questions:
  - If you were traveling around the world, how useful would it be for you to carry a globe with you? Explain. (It would not be easy.)
  - What would be the advantages of using maps instead of a globe? (Maps are easy to carry and easy to use.)

- Show students one half of a grapefruit peel with the pulp removed. Remind them that the Earth's surface is curved like a grapefruit's. Ask students what would happen to landmasses if an attempt were made to flatten them out. They should realize that the landmasses, as well as the grapefruit peel, would be broken and distorted. Tell students that map makers have the same problem. They need to show a round object on a flat surface. In just the same way, we flattened and broke the grapefruit, map makers must flatten and break the globe. We will see that there are different ways to do this.



From Ben F. Ahlschwede, *Exploring Our World: Regions, Teacher's Guide*, (Chicago: Follette Publishing Company, 1980), TG p. 23.

- Distribute Worksheet 3, "The Continents and Oceans--Different Projections." Have students examine the maps. Make sure they understand the different types of projections, and then have them complete Exercise 1 on the worksheet. The answers to Exercise 1 are as follows: 1. Polar Projection Map, 2. Mercator Projection Map, 3. Broken Projection Map, 4. Equal Area Projection Map. After reviewing the exercise, have them explain their answers to the following questions:

  - What ways have map makers found to show the Earth? (Map makers have found many different ways, or projections, of showing the Earth.)

  - How does each of these projections differ? How are they the same? (All show the continents and oceans, but, for example, a polar projection shows the North Pole at the center of the map, whereas the other three projections show it at the top.)

- Have students, working in pairs, examine the Mercator map. Ask them to point to the land areas and the water. Tell them that the seven continents and four oceans of the Earth are shown on the map. Ask:

  - What are the names of the four oceans? (Atlantic, Pacific, Indian and Arctic Oceans)

  - Why is the Pacific Ocean shown on both sides of the map? Are there two Pacific Oceans? (Demonstrate that, if you join together the two ends of the map, like a cylinder, the Pacific Ocean becomes one whole ocean, as it really is.)

- What are the names of the seven continents? (North America, South America, Asia, Africa, Europe, Australia, and Antarctica. Greenland, labeled on the map, is considered part of North America.)

- How would you define continent? Ocean? (A continent is one of the seven very largest bodies of land on Earth. An ocean is one of the four very large bodies of salt water.)

- Which continent seems to be the largest? (Asia is the largest.)

- Which seems to be the smallest? (Australia is the smallest.)

- Which continents are joined together? (Europe and Asia, Asia and Africa, North America and South America)

- Which continent do we live on? (Have a volunteer show the approximate location of New York City on the North American continent.)

. Have students complete Exercise 2, "Continents and Oceans--Outline Map." Have them, working again in pairs, use the Mercator map on Worksheet 3 to fill in the names of the continents and oceans in the appropriate spaces. Students might, in class or at home, color in the seven continents, using a different color for each, and color all the oceans blue to represent water.

. Have students complete Exercise 3, "Identifying Continents by Shape," and then review their work.

. Give students, again working in pairs, about five minutes to work with Exercise 4, "Jigsaw World." The pieces should be scrambled several times and students should take turns assembling them.

Summary/Application

. To reinforce the names and locations of the continents and oceans, try playing "Twenty Questions" with the help of globes or the Mercator map on Worksheet 3. To begin the game, ask one student to think of a continent or an ocean. Then have the other students try to guess the name of the secret ocean or continent by asking questions to which the correct answer is yes or no. A sample question/answer dialogue follows:

-- "Is it an ocean?" "No."
-- "Is it a small continent?" "Yes."
-- "Is this continent attached to Asia?" "No."
-- "Is it north of the equator?" "No."
-- "Is it crossed by the equator?" "No."
-- "Is it Antarctica?" "No."
-- "Is it Australia?" "Yes."

(Source for Twenty Questions.) Ben J. Alschwede, *Exploring Our World: Regions, Teacher's Guide* (Newton, MA: Allyn & Bacon, Inc., 1982), p. 22, 23.

- Have students make colorful hanging globes using continental shapes. Each child will need a cup of liquid laundry starch, a small round balloon, a piece of string and about 20 strips of 48-centimeter (19 inch) long blue yarn.

- Have the students inflate the balloons and knot the ends. Then have them dip the yarn pieces in starch and crisscross them around the balloons in all directions. There will be a small space between intersecting lines of yarn. Hang the balloons overnight to dry. Have the students break the balloons with pins. Gently pull them out through one of the spaces between the yarn strips, and discard them. Give each student a desk-size world map, some pieces of colored felt or construction paper, scissors, glue, and a felt tip pen. Have them trace, label, and cut out the different continents and carefully glue them to the stiffened yarn spheres in the appropriate positions. Suspend each globe from the ceiling with pieces of string. (This activity was suggested by Wilma Andrews, a teacher in Decatur, Indiana.)* (pp. 144, 145)

- Glue about 30 miniature outlines of the continents on poster board in a start-to-finish path as on a gameboard. Have each continent represented at least 4 times. The goal is to travel from start to finish by correctly identifying the continents. The game may be played by 2 to 4 players. Several variations may be used:

  a. The student moves the number of spaces shown on a die. The continent in in the space (or square) landed on must be identified or that player returns to start. This continues until a player rolls the exact number needed to end on the last square.

  b. Students unable to name the continents can use a set of 30 continent cards placed face down on the board. The first player draws a card and moves to the nearest matching continent on the board. If the correct match is not made, the player returns to start. The first player to reach the last square wins.* (p. 160)

- On 7 index cards draw continent outlines, and on 7 other cards write the continent names. Mix each pile of cards separately and place face down in two piles. The first player (student) selects a card from each pile. If the continent name and outline match, the player keeps the cards. If they do not, the cards are returned to the deck. The game continues until all cards are matched. The player with the most pairs at the end wins.* (p. 161)

*Rosemary Hallum et al., *Communities, Teacher's Edition* (Lexington, MA: D.C. Heath & Co., 1979).

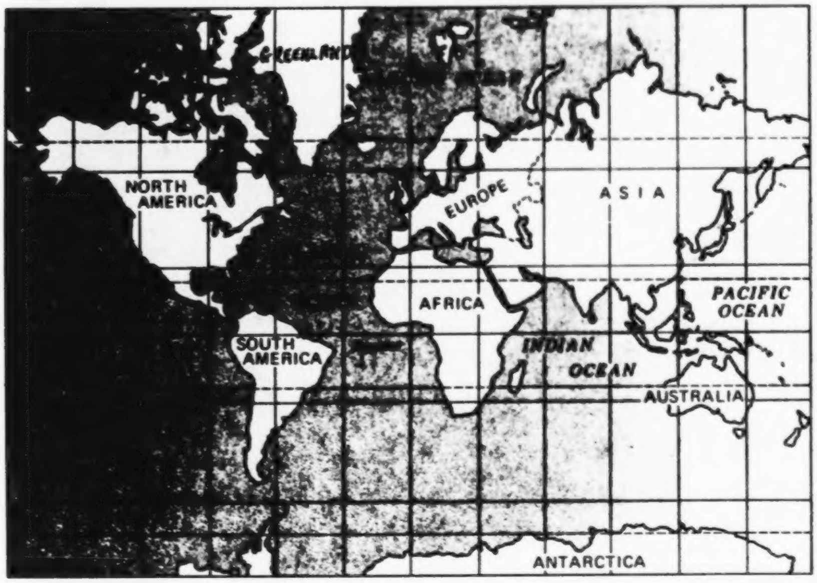
The Continents and Oceans — Different Projections

TO THE STUDENT:

To help you in your exploration of the Earth, here are some samples of the geographer's favorite tool--maps. Because the Earth is round, a globe is really the best way to show it. But a globe is not as easy to use or carry as a flat drawing, so map makers have found ways to use flat drawings, or maps, to show the Earth. The different ways of showing the Earth on maps are called projections.

Look at the maps below and answer the questions.

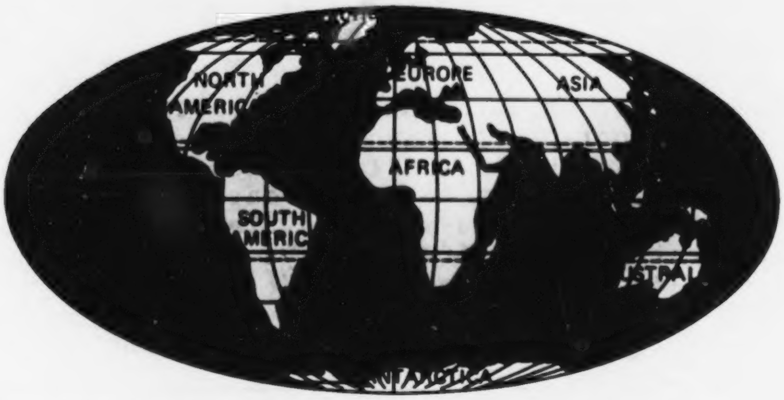
Mercator Projection Map
(Keeps the shapes of the land and water areas true. But, their sizes are not true.)


GREENLAND
NORTH AMERICA
EUROPE
ASIA
AFRICA
PACIFIC OCEAN
SOUTH AMERICA
INDIAN OCEAN
AUSTRALIA
ANTARCTICA

Gerard J. Pelisson, *Mastering Social Studies Skills* (New York: Amsco School Publications, Inc., 1982), p. 142.

Equal Area Projection Map

(Shows true sizes of places on the Earth.
But, the shapes of the the land and
water areas are not true.)


NORTH
AMERIC
EUROPE
ASIA
AFRICA
SOUTH
AMERIC
USTRAL

Gerard J. Pelisson, *Mastering Social Studies Skills* (New York: Amsco School Publications, Inc., 1982), p. 143.

How are the mercator projection map and the equal area projection map different?

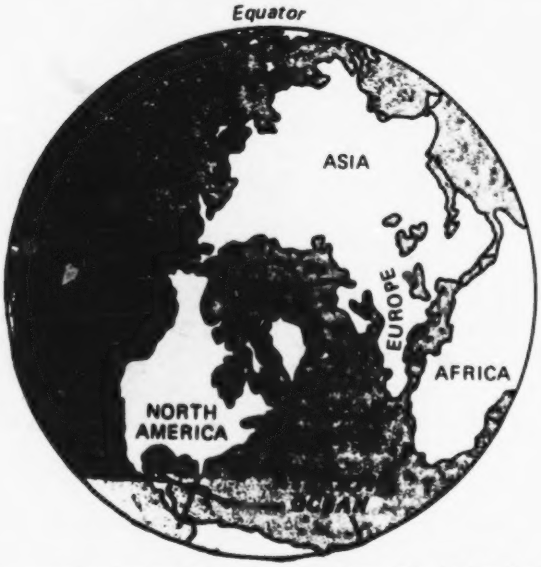
____

How are they the same? ______________________________

____

Polar Projection Map

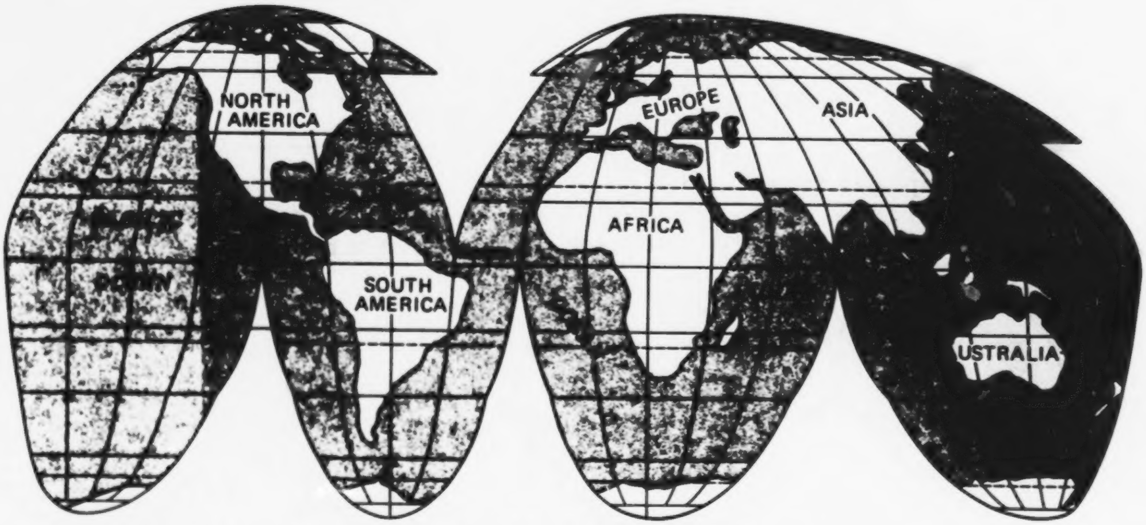
(Shapes at the edges of these
maps are not true.)


Equator
ASIA
EUROPE
AFRICA
NORTH
AMERICA

Gerard J. Pelisson, *Mastering Social Studies Skills* (New York: Amsco School Publications, Inc., 1982), p. 142.

Broken Projection Map

(Shapes and sizes of most land areas
are true. But, the oceans and a few
land areas are split or broken up.)


NORTH AMERICA
EUROPE
ASIA
AFRICA
SOUTH AMERICA
USTRALIA

Gerard J. Pelisson, ***Mastering Social Studies Skills*** (New York: Amsco School Publications, Inc., 1982), p. 143.

How are the polar projection map and the **broken** projection map different?

____

____

How are they the same?

____

____

EXERCISE 1

TO THE STUDENT:

Now try to see if you can match the name of the type of map with the description.

1. This map projection is used by airplane pilots who often fly great-circle routes. They can draw a circle route on this map easily. Toward the center of this projection, land and water shapes are true.

   This is a ______________________________ map.

2. This map projection keeps the shapes of the land and water areas true. But their sizes are not true. On the Earth, South America is much larger than Greenland. But on these maps, Greenland is much larger than South America.

   This is a ______________________________ map.

3. These maps are made for people who want to study land areas. Because oceans on these maps are broken up, they are not made for people who want to travel. The directions and distances between places are not true.

   This is a ______________________________ map.

4. This map projection shows the sizes of most large land and water areas correctly. Land and water shapes, however, are too large and not true.

   This is a ______________________________ map.

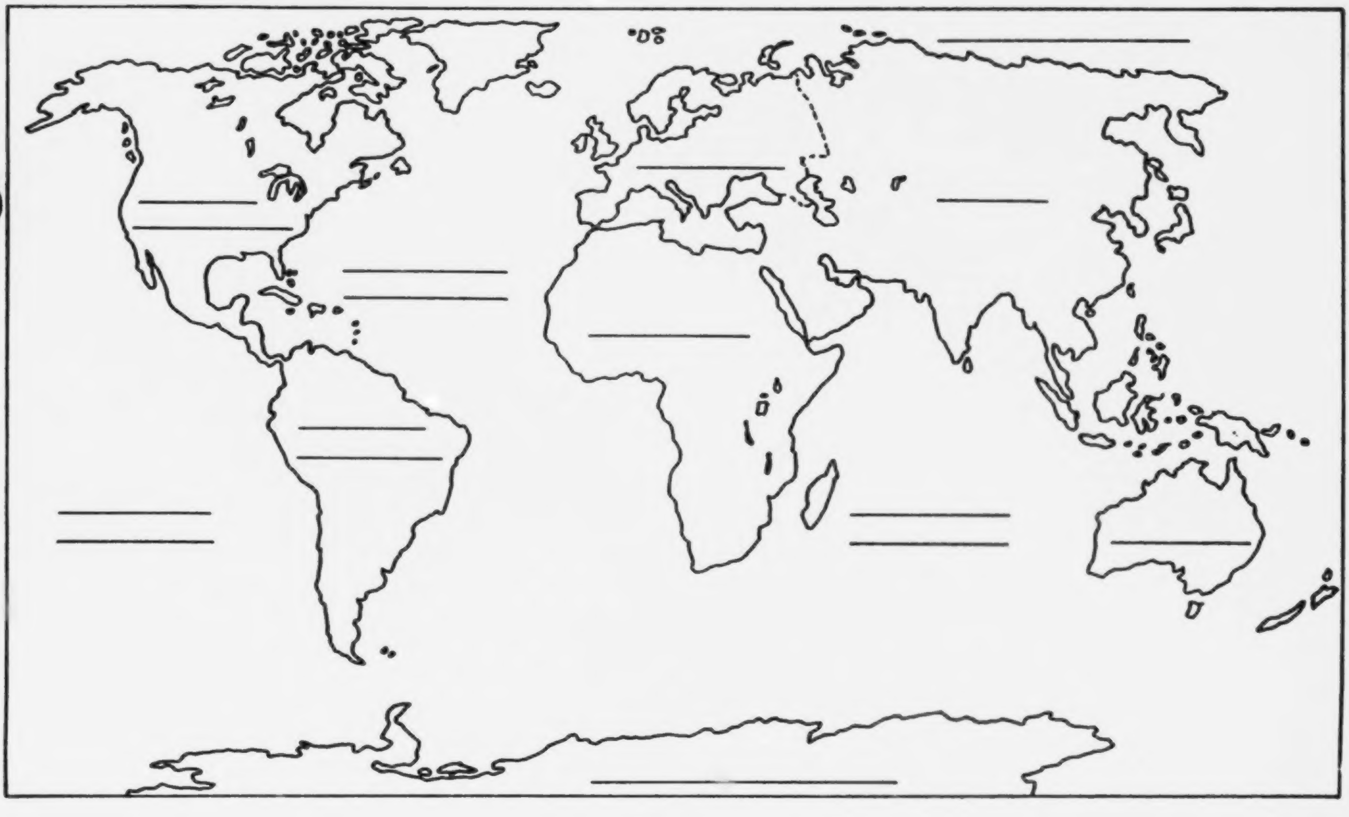
Gerard J. Pelisson, *Mastering Social Studies Skills* (New York: Amsco School Publications, Inc., 1982), p. 143.

EXERCISE 2

TO THE STUDENT:

1. Fill in the names of the oceans and continents on the lines on the map.

2. If you want to, you can color the map. Remember to color the oceans blue!



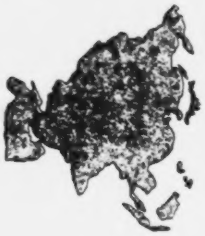
Floyd W. Griggs *et al.*, *Adventures in Mapping, Level Two* (Chicago: Rand McNally, 1981), p. 21.

EXERCISE 3

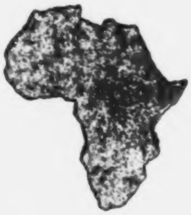
TO THE STUDENT:

Match the names of the continents in the list with their shapes below:

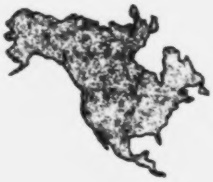
a. **North America**
b. **Africa**
c. **South America**
d. **Asia**
e. **Australia**
f. **Europe**
g. **Antarctica**



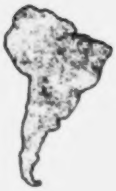
_____ 1.



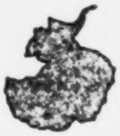
_____ 2.



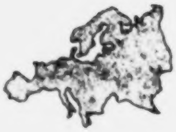
_____ 3.



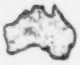
_____ 4.



_____ 5.



_____ 6.



_____ 7.

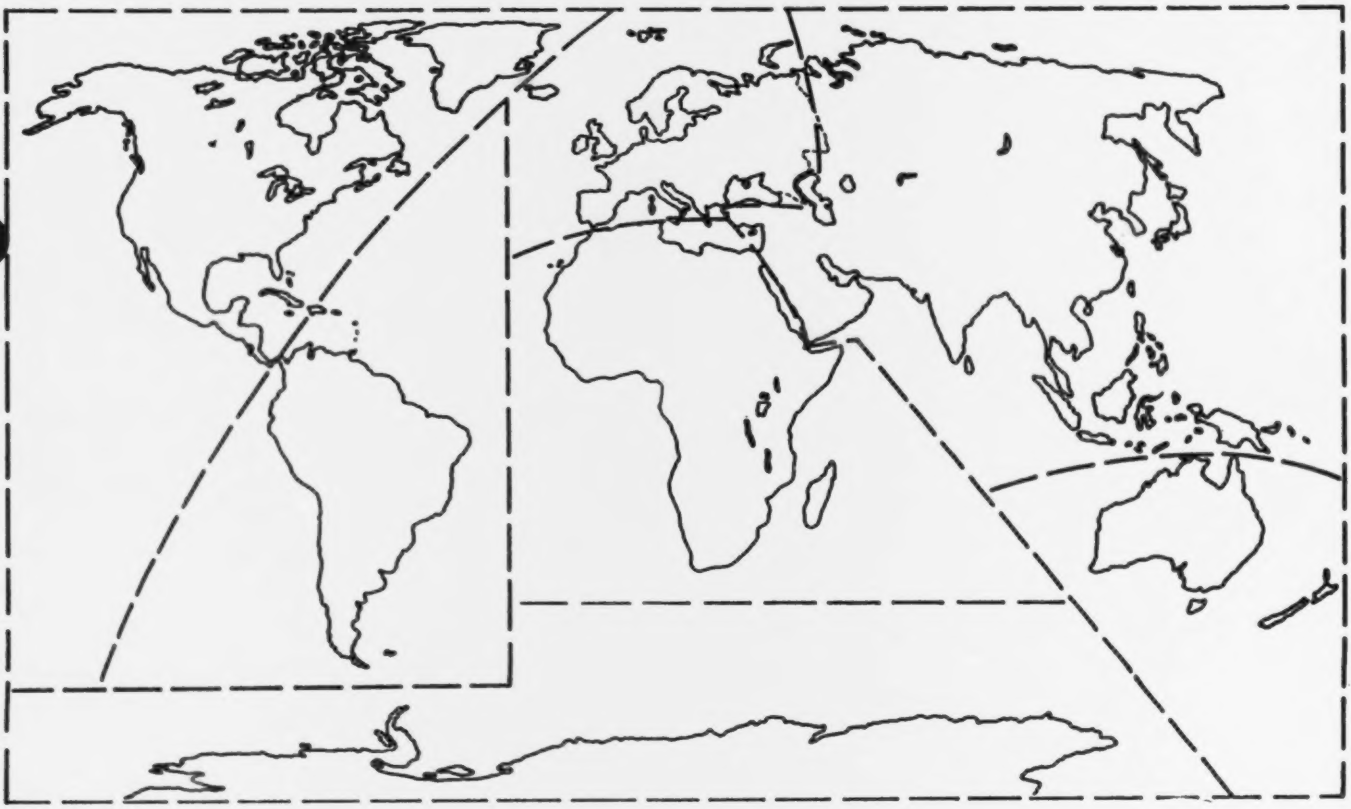
Gerard J. Pelisson, *Mastering Social Studies Skills* (New York: Amsco School Publications, Inc., 1982), p. 154.

JIGSAW WORLD

EXERCISE 4

TO THE STUDENT:

Cut along the dashed lines, scramble the pieces, and put the puzzle together again. You may wish to color the continents and oceans.



Floyd W. Griggs *et al.*, *Adventures in Mapping, Level Two* (Chicago: Rand McNally, 1981), p. 19.

STRATEGY 4

Maps are one of the most important tools used by geographers in their study of different Earth environments. The symbols on a map--from the pictorial to the abstract--are the key to unlocking that map's meaning.

Concepts

- Maps
- Map symbols

Understandings

- Maps and globes are visual representations of the Earth and parts of the Earth.
- Map symbols help us read and interpret maps.

Content Objectives: Students will be able to:

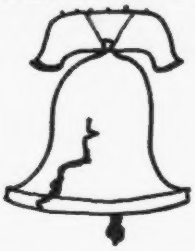
- Explain how symbols on a map help unlock its meaning.

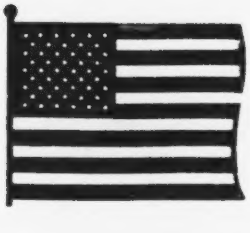
Skill Objectives: Students will be able to:

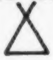
- Recognize and interpret pictorial and abstract map symbols. (interpreting maps)
- Use map keys (legends) to interpret maps. (interpreting maps)
- Create a map and a map legend. (interpreting maps)

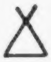
Word Warm-up: symbol, key, legend

- Draw these symbols on the board:





- Ask students:
  - What does each picture represent or stand for? (symbol for the United States; symbol for independence)
  - Suppose I wanted to represent a tent on a small map. How could I show this? (Elicit  as an appropriate small drawing to represent a tent.)

    Every time you see  on the map you will know this is a symbol of a tent.
  - What is a symbol?

- Have students draw symbols for drizzle and for heavy rainfall. (Possible solutions are ░ for drizzle, and ▨ for heavy rainfall.)
- Tell students that some map makers use symbols they make up which have no relation to the way things look. These are called abstract symbols. On a map legend, for example:

  • stands for village
  ○ stands for small town
  ◎ stands for city
  ⊛ stands for capital city

- Place this sentence on the chalkboard:
  - In olden times people made up a legend to explain thunder and lightning.
- Ask students:
  - What is a legend? (a story or an explanation of something) Explain that one kind of legend is found on a map. A legend explains symbols on the map.
  - What is a key? (a key opens or unlocks a lock)
- Explain that on a map, the legend is also called the key because it reveals (or unlocks) the meaning of the symbols on the map.
- Have students write these new words and their meanings in the vocabulary section of their notebooks.

Development

- Distribute Worksheet 4A, "From Photo to Map." Have students study the photograph and the map, and have them complete the exercise. Explain that the photograph is an aerial photograph (it was taken looking down from a helicopter or airplane). Review their responses and then have students explain their answers to the following questions:
  - How does a map differ from a photograph? (Maps can show space more clearly. Details can be left out to make it easier to find a location on a map.)
  - How could a map maker change an aerial photograph into a map? (A map maker could trace major roads, buildings, etc., on the photograph.)
  - Why do maps use symbols? (Symbols are used on a map to represent real things.)
  - When would a map be more useful than an aerial photograph? Explain. (If you were trying to find a particular location or place, a map would be more useful, especially if there were a lot of details in the aerial photograph.)

- Do the symbols used on the map on this worksheet look like the real things they represent? Do you think symbols have to look like the things they stand for? Explain. (These symbols do resemble the real things they represent.)

- If this map had symbols but no key (or legend), could its meaning be understood? Explain. (A map key is needed because it unlocks the meaning of each symbol.)

. Distribute Worksheet 4B, "Reading the Abstract Symbols on a Map Legend." Have students complete the exercise, then review it and have them explain their answers to the following questions:

- What information does this map give about the countries pictured? How does it reveal that information? (This map shows languages spoken in various Central and South American countries. The languages are represented by different patterns or designs on the map.)

- How do the map symbols used here differ from those used on the map on Worksheet 4A? Explain. (These symbols do not resemble the things they represent. They are abstract patterns or designs.)

- From the map keys used on Worksheets 4A and 4B, what can you conclude about the kinds of symbols map makers use? (Map makers use both representational [realistic] and abstract symbols.)

Summary/Application

. Distribute Worksheet 4C, "Draw Your Own Map." Start the activity with the students, then divide the class into groups of two to four and have each group of students work together to draw their own map of the Village of Figment, as directed on the worksheet. Instruct them to use either pictorial symbols that resemble the real things in their village or abstract symbols or a combination of both.

. For further reinforcement of the map symbol concept, students might draw a map of any one of the following:

- their room at home--from above, as if they were glued to the ceiling

- their classroom--looking down (an aerial view)

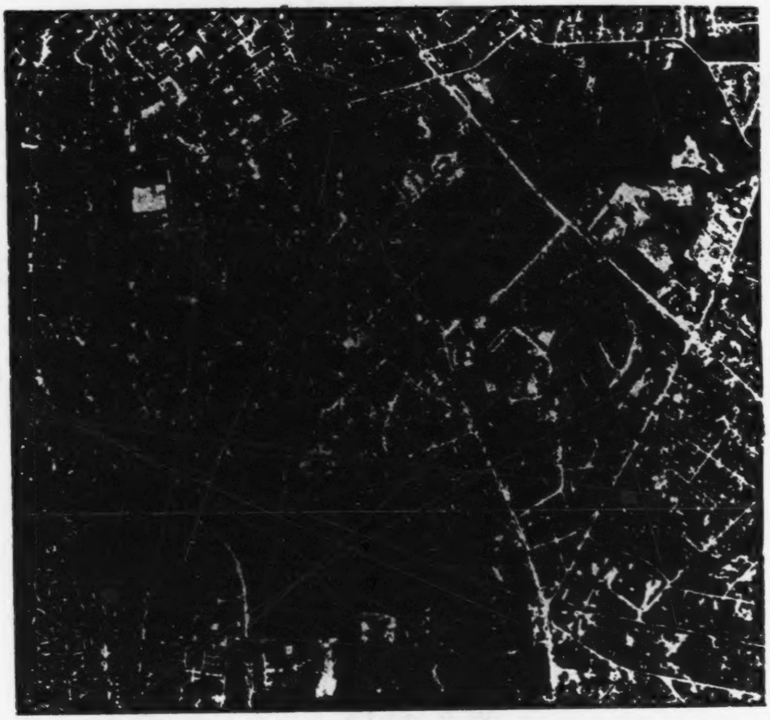
- their home neighborhood--as if they were in a spaceship

- the school's neighborhood--looking down from directly above

They should give each item to be represented (desk, bed, house, playground) a symbol, then construct a map legend. Encourage students to make their map symbols clear by using color. (Remind them that some maps, such as New York City subway maps, use color alone as a symbol.) Students' maps could be exchanged and compared and later exhibited.

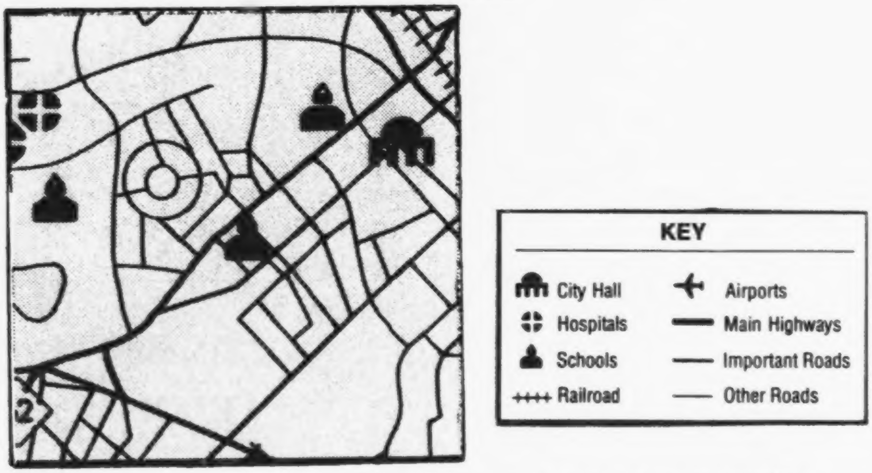
From Photograph to Map

An Aerial Photograph of Burlington



Leonard Martelli et al., *The World* (New York: McGraw-Hill Book Company, 1983), p. 25. Reproduced with permission.

A Map of Burlington


2
KEY
City Hall
Hospitals
Schools
++++ Railroad
Airports
Main Highways
Important Roads
Other Roads

Leonard Martelli et al., *The World* (New York: McGraw-Hill Book Company, 1983), p. 26. Reproduced with permission.

TO THE STUDENT:

Look at the photograph and the map and then answer the questions below.

1. What features do you see in the photo?

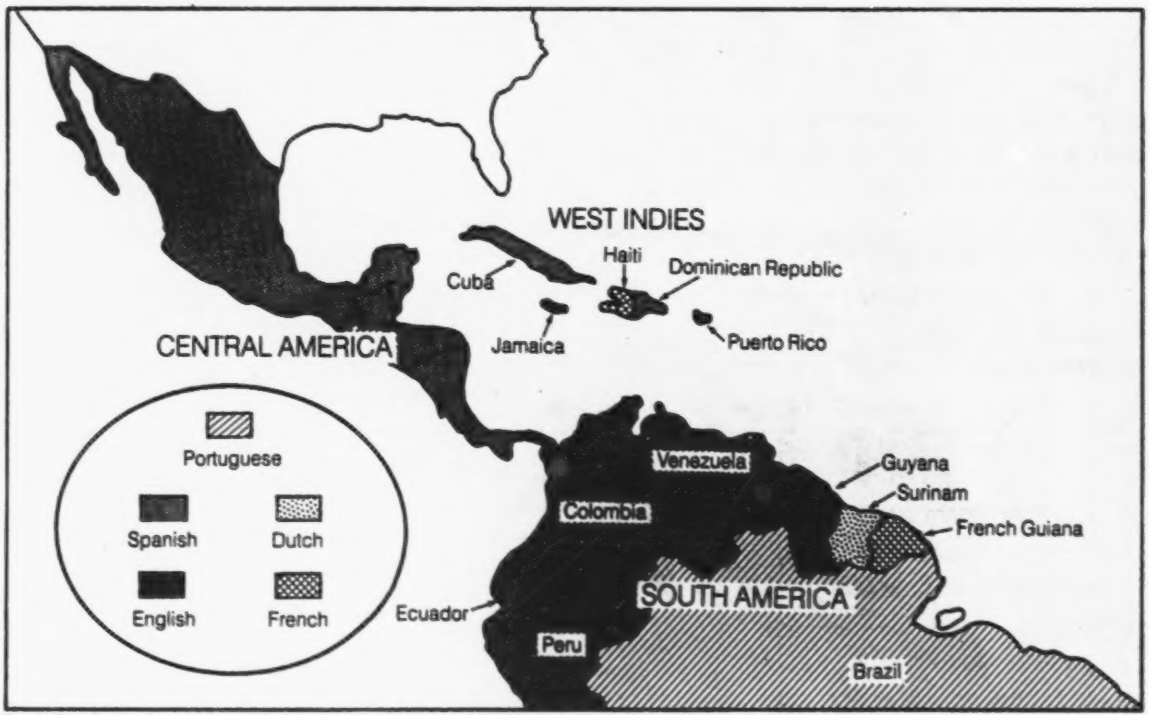
2. Which of the features in the aerial photograph are also shown on the map?

3. What information is given in the key at the bottom of the map?

4. If you were driving through this area, which would you rather have with you--an aerial photograph or a map of the area? Explain in a few sentences.

Reading the Abstract Symbols on a Map Legend

Languages Spoken in Various Central and South American Countries


WEST INDIES
Haiti
Cuba
Dominican Republic
Jamaica
Puerto Rico
CENTRAL AMERICA
Portuguese
Spanish
Dutch
English
French
Venezuela
Guyana
Surinam
French Guiana
Colombia
SOUTH AMERICA
Ecuador
Peru
Brazil

From *The Earth: Geography and Culture* of TIEGS-ADAMS: PEOPLE AND THEIR HERITAGE, © Copyright, 1983, by Ginn and Company (Xerox Corporation), p. 92. Used with permission.

1. Based on the title of the map, what information will you expect to find in it?

   ____

2. What does the map key tell about the countries shown?

   ____

3. Which language is spoken in Central America?______________

4. Which language is spoken in Guyana?______________

Draw Your Own Map

TO THE STUDENT:

Use what you have learned to draw a map of a Village named Figment. We will call it Figment because it will be something you make up from your imagination. You can design the map of Figment any way you like.

1. First, make up symbols (abstract or realistic) to represent each thing listed in the legend.
2. Draw the symbols on the legend.
3. Finally, draw the same symbols on your map and create the Village of Figment.

Legend	Map of Figment
River	
Road	
Bridge	
House	
Apartment House	
Public Building	
What else do you want to add?	

Adapted from Charles Tidd, *Essential Map Skills*, (Maplewood, NJ: Hammond Incorporated, 1980), p. 8.

STRATEGY 5

In addition to the key, another important element of a map is its scale. The scale of a map tells us about the real size of the area shown. Since places and distances shown on maps must be much smaller than their real size on Earth, maps must be drawn to scale; that is, a distance on the map should proportionately equal a certain distance on the Earth.

Concepts

- Scale

Understandings

- Scale establishes the relationship between what is seen on a map and the actual size and shape of the area.

Content Objectives: Students will be able to:

- Explain the importance of map scale.

Skills Objectives: Students will be able to:

- Recognize that different maps have different map scales. (interpreting maps)
- Recognize that large-scale maps show more detail than small-scale maps. (interpreting maps)
- Compute distances on a map by using scale. (interpreting maps)

Word Warm-up: scale, large-scale, small-scale

- Tell students that when they buy fruit in the store it is weighed on a scale. Say:

  - What does a scale show you? (weight)

  - In social studies, scale has another meaning.

- Place this sentence on the chalkboard:

  - Always refer to the scale to find distances on a map.

- Ask: What is this meaning of scale? (a way of showing distance on a map)

- Have students look at various maps to locate the scale on each. Say:

  - When you have a large-scale map, it is a clue that this map shows many details of a small area.

- Show the class a large-scale map and point out its scale. Then say:

  - When you have a small-scale map, this is a clue that this map shows a larger area with fewer details than a large-scale map.

. Show the class a small-scale map and point out its scale. Explain that one inch on a large-scale map covers a smaller distance than one inch on a small-scale map.

. If possible, use as samples a large-scale map and a small-scale map of the same general area. Point out the difference in scale on the two maps.

Development

. Distribute Worksheet 5, "Comparing Maps with Different Scales." Have students complete the exercises. Then review their responses and have students explain their answers to the following questions:

  - What do these maps and their scale bars tell us about map drawing? (Maps which represent different amounts of space on the Earth can be drawn to take up about the same amount of space on a page.)
  - Why are maps drawn to scale? What does "drawing to scale" mean? (Places and distances shown on maps must be much smaller than their real size on Earth. "Drawing to scale" means that the distance on a map has been drawn to equal a certain distance on the Earth.)
  - Why is it important to read the information on a map's scale bar to estimate distance on that map? (The scale bar tells what a certain distance on the map equals in reality.)
  - Can you think of any time in your future when you might need to measure distances on a map? Explain. (For example, when planning a vacation, one would need to measure distances on a map.)

Summary/Application (Optional)

. The following exercise in using scale could be reproduced. Have the students work in pairs.

> You are really working for a powerful hush-hush government intelligence agency. Your present role as a student is a cover. For this assignment, you were thoroughly trained to draw objects to scale. And now you will use that training. You will make a scale drawing of your desk top and hand it to your contact, who will then identify your desk and pick up the secret documents hidden inside it.
>
> To help identify your desk, you will place two textbooks and a pencil anywhere on your desk top. Realizing that the fate of the world may rest on your mission, you must carefully measure the length and width of your desk top. Then you must measure the length and width of each textbook. Finally, you must measure the length of your pencil. You must note all of these measurements on the paper you will use for your drawing.

Now you must change the length and width of each object to the size it will be in the drawing. Since you want to keep the drawing small, you decide to have 1 inch in the drawing equal 12 inches in actual size. Your scale is 1 inch = 12 inches. (1 cm = 10 cm if you use a metric ruler.) You must take each measurement and divide the number of inches by 12 or divide the number of centimeters by 10. For example, if the length of your desk top measured 28 inches, you divide 28 by 12. You would draw the line for your desk top 2 1/3 inches long. When you finish drawing the objects, check the accuracy of your work.

Did your contact succeed in using your drawing to find your desk? If she did, she must turn the message over to the CIA.

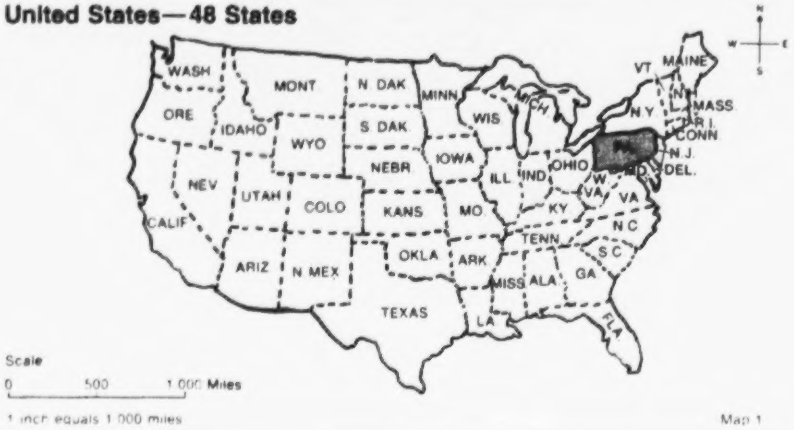
From Charles Tidd, *Essential Map Skills*, (Maplewood, NJ: Hammond Incorporated, 1980), p. 33.

Comparing Maps with Different Scales

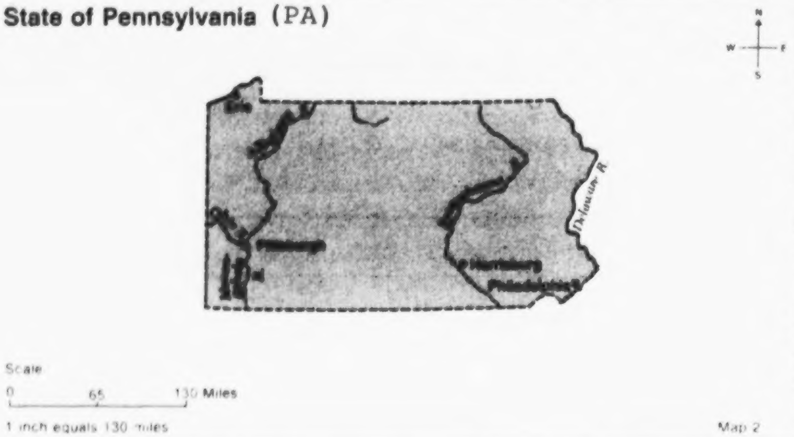
TO THE STUDENT:

Each of the three maps below takes up about the same amount of space on this page. But, does each map represent the same amount of space on the Earth's surface?

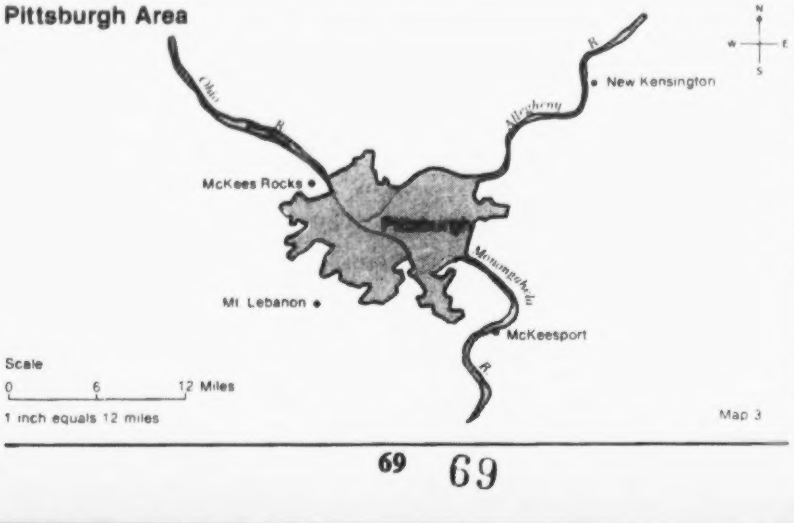
Map 1 **United States—48 States**


N
W
E
S
WASH
MONT
N DAK
MINN
ORE
IDAHO
S DAK
WIS
MICH
VT
MAINE
N H
N Y
MASS
R I
CONN
N J
DEL.
MD
PA
WYO
NEBR
IOWA
ILL
IND
OHIO
W VA
VA
NEV
UTAH
COLO
KANS
MO
KY
CALIF
N C
TENN
OKLA
ARK
S C
ARIZ
N MEX
MISS
ALA
GA
TEXAS
LA
FLA
Scale
0
500
1,000 Miles
1 inch equals 1,000 miles
Map 1

Map 2 **State of Pennsylvania** (PA)


N
W
E
S
Delaware R.
Scale
0
65
130 Miles
1 inch equals 130 miles
Map 2

Map 3 **Pittsburgh Area**


N
W
E
S
Ohio R.
Allegheny R.
New Kensington
McKees Rocks
Pittsburgh
Monongahela R.
Mt. Lebanon
McKeesport
Scale
0
6
12 Miles
1 inch equals 12 miles
Map 3

Dorothy W. Drummond and Robert R. Drummond, *People on Earth: A World Geography* (Glenview, IL: Scott, Foresman and Company, 1983), p. 31.

EXERCISE 1

TO THE STUDENT:

1. Look at the three maps on the previous page.
2. Read the questions below and look at the maps again.
3. Answer the questions using complete sentences.

1. Which map shows the largest area of the Earth?

2. How does the size of Pennsylvania change from Map 1 to Map 2?

3. What does one inch represent on Map 3?

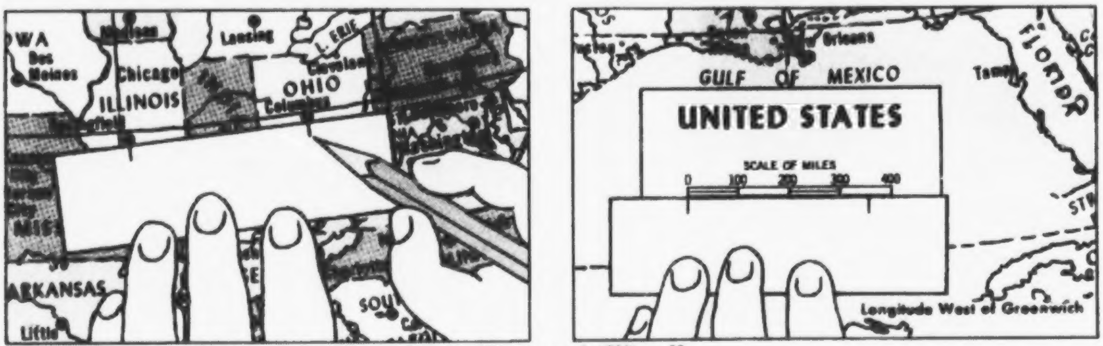
4. Which map gives the most information about small details?

5. Which map gives the least information about small details?

EXERCISE 2

TO THE STUDENT:

Each of the three maps you studied has a scale which can be used to measure distance and size. Here is one way a scale is used to measure distance:


WA
Des Moines
Chicago
ILLINOIS
Lansing
L. ERIE
Cleveland
OHIO
Columbus
ARKANSAS
Little
Orleans
GULF OF MEXICO
Tampa
FLORIDA
UNITED STATES
SCALE OF MILES
0
100
200
300
400
Longitude West of Greenwich

Charles Tidd, *Essential Map Skills* (Maplewood, NJ: Hammond Incorporated, 1980), p. 22.

Place the straight edge of a piece of paper on the map and draw lines on the paper to mark the distance between two places. Put the same paper on the map scale to determine the actual distance in miles.

Now use the same three maps you studied earlier and this method to find the distances between:

- Mt. Lebanon and McKees Rocks (Map 3) ____________________
- Pittsburgh and Erie (Map 2) ____________________
- The most northern point (top) of Maine and the most southern point (bottom) of Florida (Fla.) (Map 1)

  ____

STRATEGY 6

To locate places on the surface of the Earth, students of geography must be able to use the cardinal directions (north, south, east, and west) as well as the intermediate directions. They must understand that north means, not up, but toward the North Pole, and that south means, not down, but toward the South Pole.

Concepts

. Directions

Understandings

. The cardinal directions allow us to locate places on Earth in relation to other places.

Content Objectives:

. Explain what map makers mean when they say one place is north, south, east, or west of another place.

Skills Objectives: Students will be able to:

. Use cardinal and intermediate directions. (interpreting maps)

. Use the North Star, the Sun's shadow, a compass and the North and South Poles as direction finders. (orienting one's direction)

Word Warm-up: cartographer

. Write these sentences one at a time on the board and read them to the students.

- A cartographer collects the facts to be shown on the map.

- A cartographer decides on the scale of the map.

- A cartographer chooses the symbols.

- A cartographer now draws the ___________.

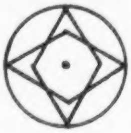
. Ask the students to fill in the missing word.

. Using context clues found in the four sentences, have students define cartographer. Ask:

- What is a one-word description of a cartographer? (map maker)

Development

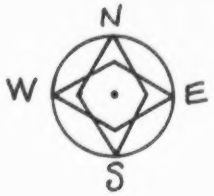
. Draw the face of a map compass on the board without labeling the directions (north, south, etc.).



. Ask students:

- What directions are indicated on a compass? (north, south, east, and west)

. Have a volunteer fill these in on the diagram of a compass.



. Explain that a compass has four directions. Then, ask a volunteer to fill in the missing blanks in the following sentence:

- When we speak of the four directions of a compass we mean north, east, _______________, and _________________.

. If students have difficulty in remembering the order of cardinal directions alert them to the postion of W and E and the word it spells ("we") as well as the fact that north is always shown at the top of the compass.

. Ask students the following questions:

- Why do maps have compass points indicated? (to show directions on the map)
- Suppose something on the map was located halfway between N and E. How could you mark this direction on the compass? (Midway between N and E on the compass you could mark NE.)

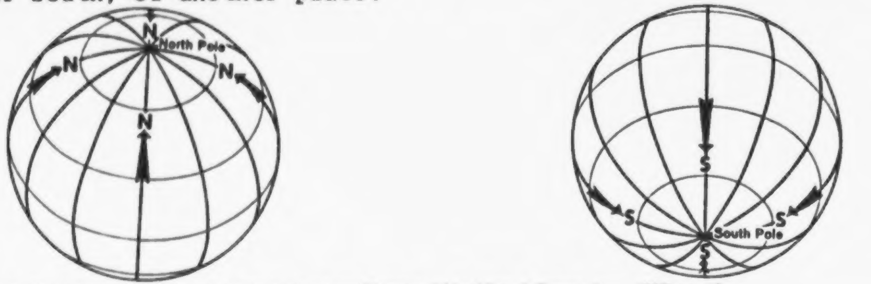
. On the compass face on the board fill in NE.

. Repeat the same procedure for the other intermediate directions (SE, SW, NW), marking these directions on the compass as well.

. Use the following illustrations to demonstrate to students the difference between using the words north and south and the words up and down when locating relative places on the Earth's surface. You could also use an actual globe to demonstrate this difference.

. Reproduce these first two globes and tell students:

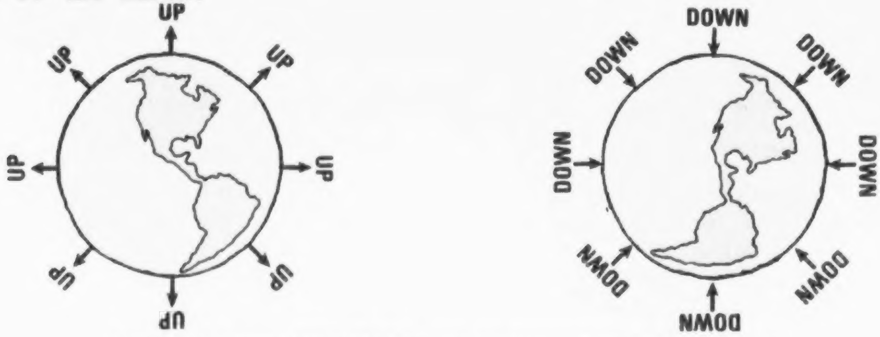
- These two globes show what map makers mean when they say one place is north (or south) of another place.



Herbert A. Gross et al., *Exploring Our World: Regions* (Newton, MA: Allyn & Bacon, Inc., 1982), p. 13.

. Reproduce the next two globes and tell students:

- These two globes suggest why cartographers don't use the words up and down to locate places on the Earth's surface. Notice which way the arrows are pointed. Up is pointed away from the Earth. Down is pointed toward the center of the Earth.



Charles Tidd, *Essential Map Skills* (Maplewood, NJ: Hammond Incorporated, 1980), p. 9.

. Distribute Worksheet 6, "Directions." Have students examine the worksheet and complete Exercises 1 and 2. Review their responses and then have students explain their answers to the following questions:

- What special language do map makers use when telling about the location of places on the Earth's surface? (Map makers use directions to locate places on the Earth.)

- What does a map maker really mean when he or she says one place is further north than another place? (That place is closer to the North Pole.)

- If a cartographer heard you tell a friend to travel "up," where would he or she think you told your friend to go? Explain. (He or she would think you told your friend to go away from the Earth--into the Earth's atmosphere.)

- Can you think of some real life, practical situations in which knowing your directions would be very useful? Explain. (One example is: traveling around Manhattan)

. Assign students to complete one or more of the three exercises or experiments described on the worksheet under "Things to Do." Students can report back to the class on their experiences and findings.

Summary/Application

. Reinforce students' knowledge of the cardinal directions by playing "Simon Says." Introduce the activity by asking the children to stand and face north, then to face each of the other directions. Tell them that now when the command is prefaced by "Simon says" they are supposed to turn in the right direction. When it is given without those words, the children who turn are caught and must sit down. This goes on until one student is still standing.

(Source for Simon Says.) Ben F. Ahlschwede, *Exploring Our World Regions, Teacher's Guide* (Newton, MA: Allyn & Bacon, Inc., 1982), p. 22.

. Have the class find a buried treasure using verbal directions and a map:

- Put new erasers, pencils, crayons, etc., in a box marked "Buried Treasure" and hide it away. Make four clue cards marked "Clue 1" through "Clue 4" on one side. On the other side of Clue 1 write the letter S; on Clue 2 write E; Clue 3, A; and Clue 4, T. Before the students arrive, put one clue on each side of the room, using all four directions. The final mystery clue should be marked "Find the box in the teacher's desk. Look inside." Tape it under a student's seat. On the board write Clue 1 ____, Clue 2 _____, Clue 3 _____, Clue 4 _____.

- When the students arrive, ask them to name the four directions and indicate them in the room. (Use the cards from the previous activity.) Have each of four children hold a direction card in the appropriate side of the room.

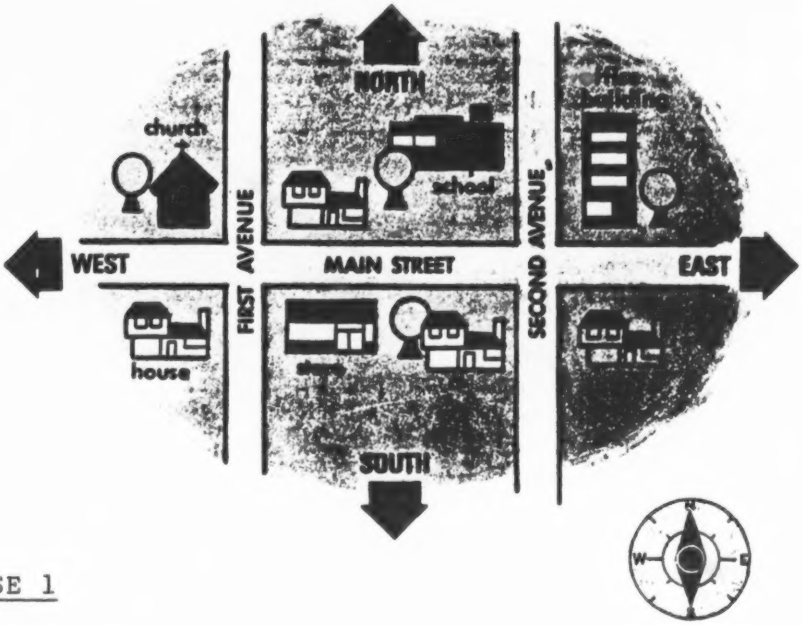
- To find the treasure, have one child begin at a spot marked X near the center of the room. Using a made-up treasure map, direct the student, for example, to "Face N. Proceed 5 steps. Stop. Face E. Walk as far to the E. as you can." After the clue is found, the student should take it to a child at the board who places it in the appropriate space. Use different students to discover the remaining clues. All four clues together spell the word SEAT. Allow time for them to discover that the final clue is under a seat. Have the child who finds the clue distribute the "treasure."

- Follow up by asking: "How did our map help us? Why are directions important?"

Rosemary Hallum *et al.*, *Communities, Teacher's Edition* (New York: American Book Company, 1979), pp. 106-107.

Directions

Map makers, called cartographers, use a special language for locating places on the Earth. For example, to explain how to reach the church from the store pictured below, a cartographer would say "go north on First Avenue," not "go up First Avenue." Most maps use a compass rose to show where the direction north is. Once you know the direction north, it is easy to find south, east and west. They never change their position relative to north. You can give even more precise directions by combining the four main points on the compass. For example, a direction between north and east is northeast.



Charles Tidd, *Essential Map Skills* (Maplewood, NJ: Hammond Incorporated, 1980), p. 9.

EXERCISE 1

TO THE STUDENT:

Look at the street map above.

Read the questions that follow.

Answer each question with a direction.

1. What direction is the house from the church?_________________
2. What direction is the office building from the school?_______
3. What direction is the church from the school?________________
4. What direction is the office building from the house?________
5. What direction is the store from the office building?________

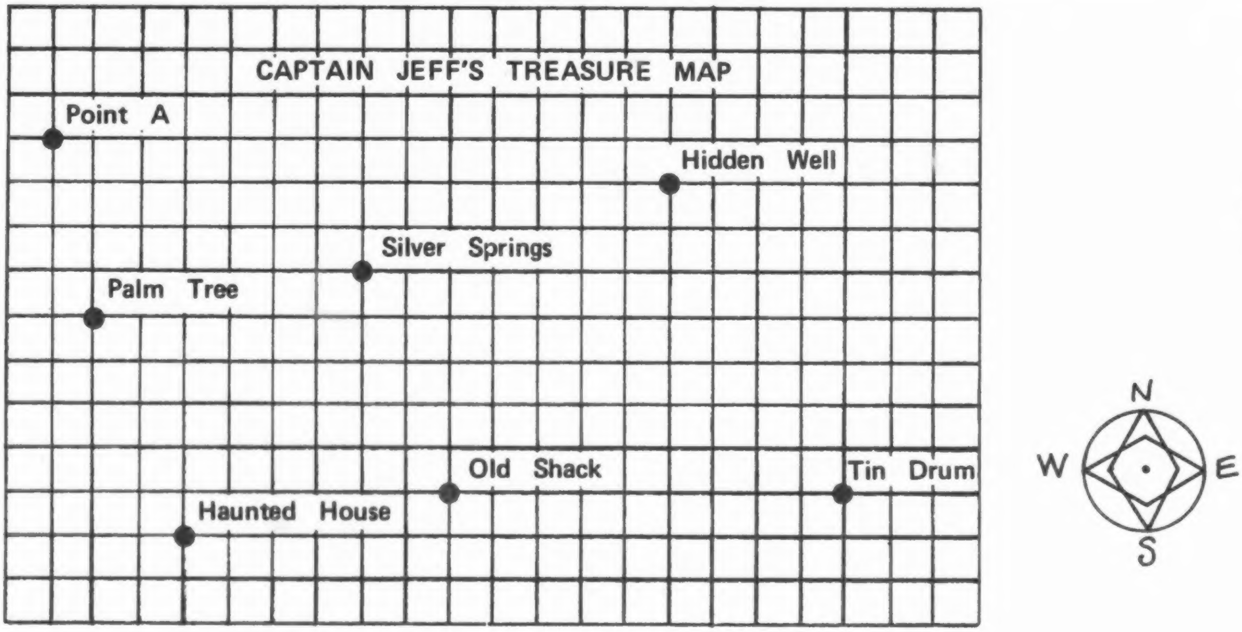
EXERCISE 2

DIRECTIONS TO BURIED TREASURE

TO THE STUDENT:

How well can you follow directions? Use the treasure map below and find out.

1. Find Point A on the map. This is your starting point.
2. Then follow the directions under the map and maybe you will be the first to find where Captain Jeff's treasure is buried.


CAPTAIN JEFF'S TREASURE MAP
Point A
Hidden Well
Silver Springs
Palm Tree
Old Shack
Tin Drum
Haunted House
N
W
E
S

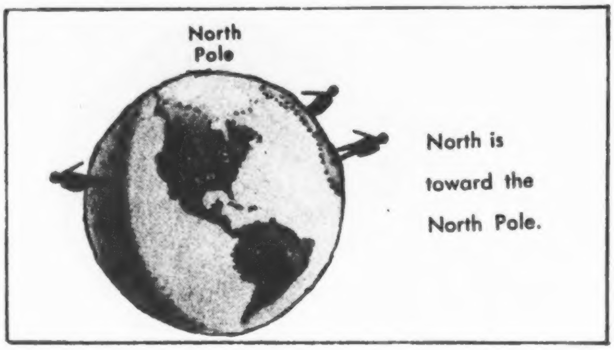
DIRECTIONS

- . 6 steps (boxes) south from Point A will start you on your quest (or search).
- . 11 steps east next is best.
- . 7 steps north is your next move.
- . 9 steps east will keep you in the groove.
- . 9 steps south is a move that's bold.
- . 2 steps west and you will find your gold!

THINGS TO DO

TO THE STUDENT:

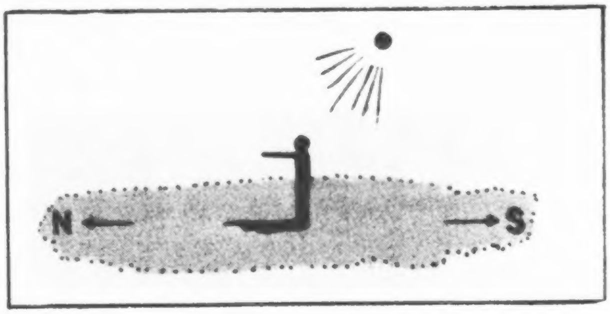
On Earth, wherever we stand, the direction north is toward the North Pole. Early people used the sun to help them find north. Since we cannot see the North Pole, how can we tell which direction is north? Read this worksheet to find out.


North Pole
North is toward the North Pole.

EXERCISE 1

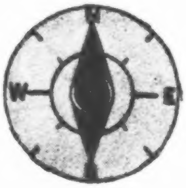
At exactly noon each day the sun is directly south of us. Our shadow points exactly north, toward the North Pole.

Try standing in an open space on a sunny day at noon. Place a piece of paper on the ground. Use the sun and your shadow to find the four main directions, and draw a compass rose on your paper. North will be wherever the head of your shadow points.



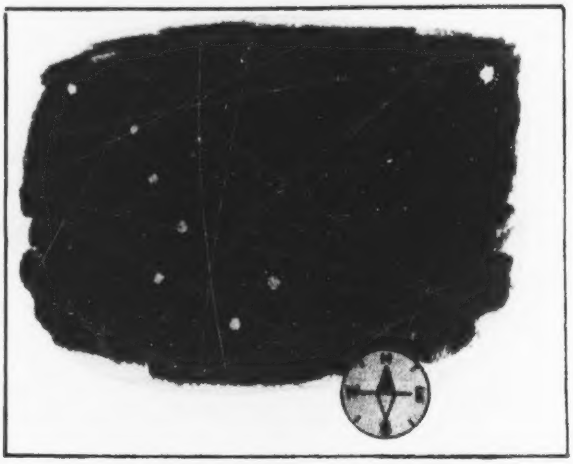
EXERCISE 2

You can also use a compass to help you find which way is north. Place a compass on a table in your classroom. See which way the needle of the compass points. That is north. Make four signs; one for each direction. Hang the signs on the four walls of the classroom.



Herbert A. Gross et al., *Exploring Our World: Regions* (Newton, MA: Allyn & Bacon, Inc., 1982), p. 12.

EXERCISE 3



On a clear night when the stars are out, look at the sky and ask someone to help you find the group of stars called the Big Dipper. Two stars in the bowl of the dipper point to the North Star. Follow the line of the pointer stars to the North Star. Check this direction with a compass.

Herbert H. Gross *et al., Exploring Our World: Regions,* (Chicago: Follett Publishing Company, 1980), p.12.

STRATEGY 7

Real understanding of any location on a map requires the ability to use all the elements of mapping: symbols, scale and direction.

Concepts

- Map symbols
- Scale
- Directions

Understandings

- Map symbols help us read and interpret maps.
- Scale establishes the relationship between what is seen on a map and the actual size and shape of the area.
- The cardinal directions allow us to locate places on Earth in relation to other places.

Content Objectives: Students will be able to:

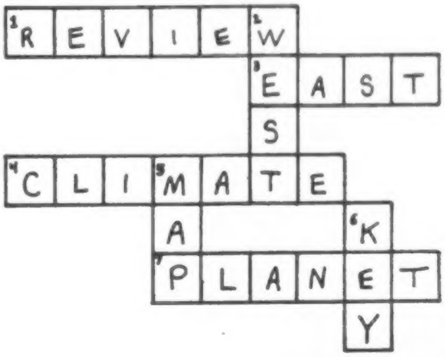
- Explain the importance of symbols, scale and direction for map interpretation.

Skills Objectives: Students will be able to:

- Interpret abstract map symbols. (interpreting maps)
- Compute distances on a map by using scale. (interpreting maps)
- Use cardinal and intermediate directions. (interpreting maps)

Word Warm-up: (vocabulary review)

- Have students review vocabulary. Say:
  - Instead of adding new words to our glossary we are going to help make a word puzzle.
  - Have any of you done crossword puzzles? In a crossword puzzle, you are given clues or definitions for words. You are also given a grid with a set number of spaces for each word. You have to read the definition and think of a word that fits that definition and fits into the allotted space.
  - We are going to look at a crossword puzzle that has already been completed. The words in the puzzle are from our glossary or word banks and other words that we use in social studies.
- Draw the following grid on the chalkboard.



- Tell students:
  - Since the words in this crossword puzzle are already filled in, we will do something different. We will think up definitions or clues for each word in the puzzle.
  - Clues for words in a crossword puzzle are usually written in two lists. One list gives clues for words that go across in the puzzle, and the other list gives clues for words that go down.
- Write the following on the chalkboard eliciting from students the appropriate numbers to put under the headings ACROSS and DOWN:

ACROSS	DOWN
1.	2.
3.	5.
4.	6.
7.	

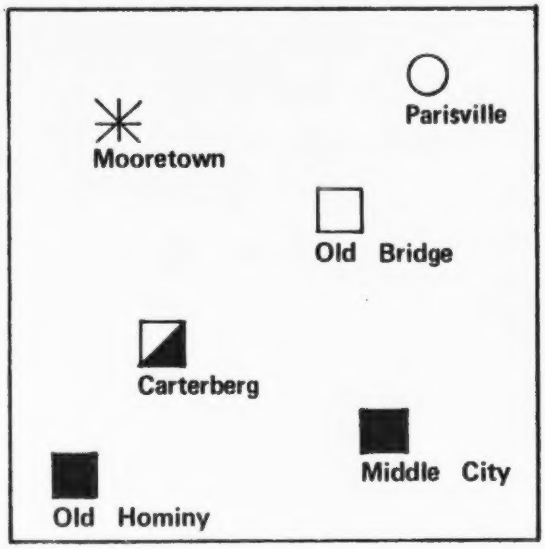
- Point out the word filled in for one across on the crossword puzzle (review) and choose a volunteer to think of a clue or definition for that word.
- Write that clue next to the number one in the column labeled ACROSS. Then, have students think of clues for each of the other words in the puzzle. Write those clues on the chalkboard as well.
- Suggest that students copy the two columns of definitions in their notebooks and draw the crossword puzzle grid with squares and numbers in their notebooks as well. (Have them leave the squares blank--to be filled in later, based on the set of clues.)

Development

- Distribute Worksheet 7, "Map Interpretation--Symbols, Scale, and Direction." Have students work in pairs to complete the exercise on the worksheet. Then have them explain their answers to the following questions:
  - How has the maker of this map helped the reader to understand it? (She has used symbols, scale and direction to help the reader.)
  - Why is the ability to use map symbols, scale and directions necessary to read and understand a map? If either the key, compass rose or scale of miles were missing, would a traveler be able to find his or her way around the state of Utopia? Explain. (All three elements of mapping are necessary.)
  - In what job or jobs would the ability to use a map like this one be necessary? Explain. (bus drivers, traveling salespersons, government workers, etc.)

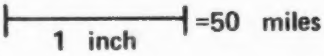
Map Interpretation — Symbols, Scale, and Direction

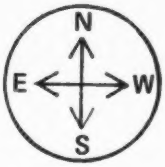
STATE OF UTOPIA


Parisville
Mooretown
Old Bridge
Carterberg
Middle City
Old Hominy

MAP KEY

✳ State Capital
□ City of over 1 million people
◪ City of 100,000 to 1 million people
■ City of 50,000 to 100,000 people
○ City with less than 50,000 people


1 inch
=50 miles



TO THE STUDENT:

Use this map to answer the following questions. Write your answers on the lines provided. If there is not enough information on the map to answer the question, write Not Enough Information.

EXERCISE

1. What is the capital city of Utopia? ____________________
2. In what part of the state is the capital? (Use two compass points.) ____________________
3. Other than the state capital, which city has the largest population? ____________________

4. Do more people live in Mooretown or in Parisville? __________

5. What is the distance between Parisville and Old Hominy?______

6. What is the distance between Old Bridge and Carterberg?______

7. To go from Old Hominy to Middle City, in which direction would you go? ____

8. To go from Mooretown to Middle City, in which direction would you go? ____

9. What might be a good subtitle for this map? _________________

STRATEGY 8

Map makers often divide the Earth (a sphere) into two equal parts called hemispheres. They divide it into either northern and southern hemispheres or eastern and western hemispheres.

Concepts

. Hemisphere

Understandings

. The use of various grids, symbols and notations on a map makes it possible to locate specific places and indicate distance and direction.

Content Objectives: Students will be able to:

. Define hemisphere and equator.

Skills Objectives: Students will be able to:

. Recognize the different hemispheres. (interpreting maps)
. Identify the continents and oceans in each hemisphere. (interpreting maps)

Development

. Distribute Worksheet 8, "Hemispheres." Have students complete the exercise, then review it and have them explain their answers to the following questions:

- How do these globe maps illustrate the meaning of the word hemisphere? (Each globe map shows half of the Earth, that is, a hemisphere.)

- How do map makers divide the Earth into hemispheres? What is the equator? (They divide the Earth into northern and southern hemispheres at an imaginary line called the equator. They divide the Earth into eastern and western hemispheres at the prime meridian.)

- Would knowing the hemisphere in which a place is located help you to pinpoint its exact location? Would it help an airplane pilot? A ship's captain? Explain. (Yes. It would help these people pinpoint exact locations by narrowing down that part of the Earth.)

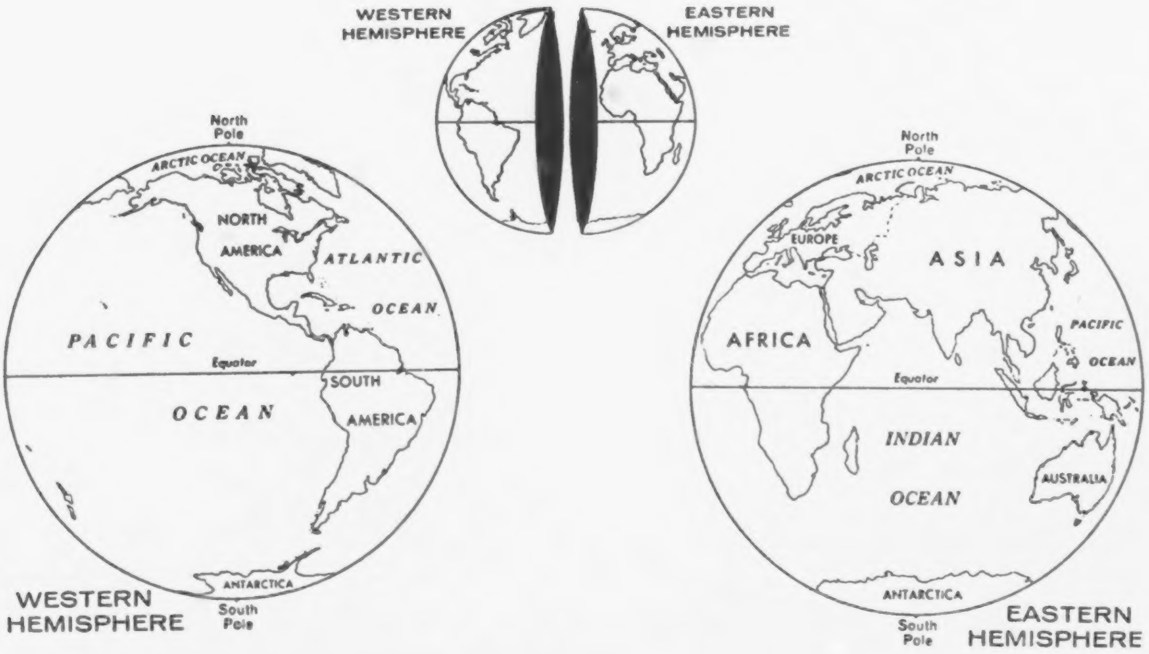
Summary/Application

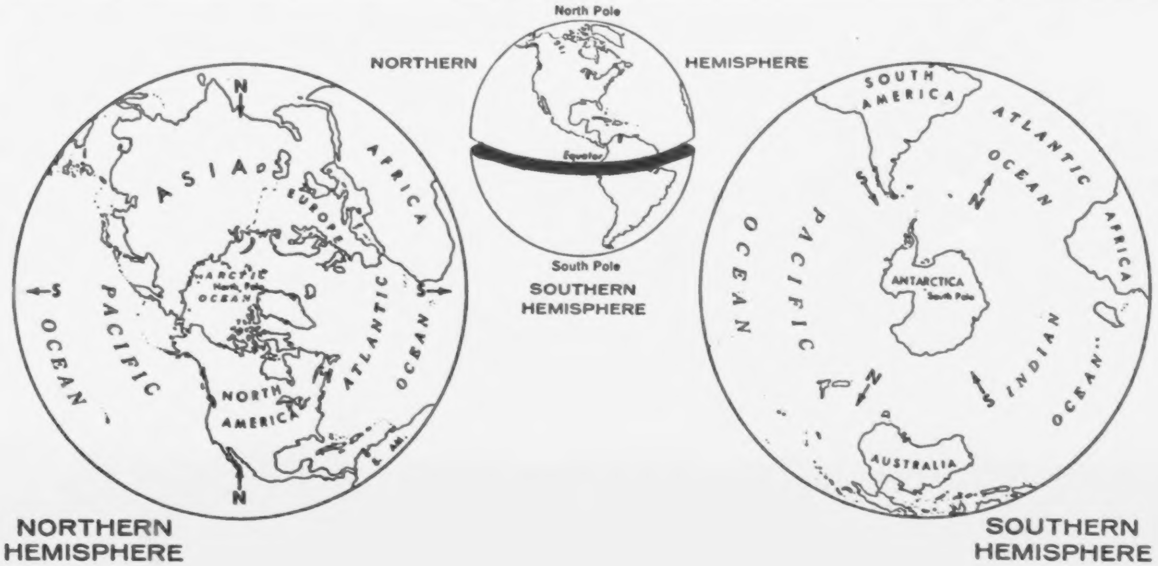
. Have students point out our hemispheric location on a wall map of the world.

. Ask students:

- In which two hemispheres do we live? (northern and western)

Hemispheres


WESTERN HEMISPHERE
EASTERN HEMISPHERE
North Pole
ARCTIC OCEAN
NORTH AMERICA
ATLANTIC OCEAN
PACIFIC OCEAN
Equator
SOUTH AMERICA
ANTARCTICA
South Pole
WESTERN HEMISPHERE
North Pole
ARCTIC OCEAN
EUROPE
ASIA
AFRICA
PACIFIC OCEAN
Equator
INDIAN OCEAN
AUSTRALIA
ANTARCTICA
South Pole
EASTERN HEMISPHERE


North Pole
NORTHERN HEMISPHERE
Equator
South Pole
SOUTHERN HEMISPHERE
N
ASIA
EUROPE
AFRICA
S
PACIFIC OCEAN
ARCTIC North Pole OCEAN
ATLANTIC OCEAN
NORTH AMERICA
S. AM.
N
NORTHERN HEMISPHERE
SOUTH AMERICA
ATLANTIC OCEAN
N
AFRICA
PACIFIC OCEAN
ANTARCTICA
South Pole
INDIAN OCEAN
N
S
AUSTRALIA
SOUTHERN HEMISPHERE

Kenneth Job and Lois Weiser Wolf, *Skills for Understanding Maps and Globes* (Newton, MA: Allyn & Bacon, Inc., 1976), p. 35.

TO THE STUDENT:

Study the globe maps of the hemispheres on the previous page. Then answer the following questions on the lines provided.

1. What imaginery line divides the Earth into Northern and Southern Hemispheres?______________________________

2. What ocean is entirely in the Eastern Hemisphere?__________

3. What two continents are entirely in the Western Hemisphere?

   ____

4. Antarctica is entirely in which hemisphere?______________

5. How many continents, or parts of continents, are found in the Northern Hemisphere?____________________________

STRATEGY 9

To help us find the location of places more easily, map makers draw guidelines on the globe. By using these east/west lines (latitude) and north/south lines (longitude), the exact location of places on the Earth can be determined.

Concepts

- Latitude
- Longitude

Understandings

- The use of various grids, symbols and notations makes it possible to locate specific places and indicate distance and direction.

Content Objectives: Students will be able to:

- Define equator, meridian, prime meridian, and parallel.
- Explain latitude and longitude.

Skills Objectives: Students will be able to:

- Use latitude and longitude to locate places on the Earth. (interpreting maps)

Development

- Introduce students to the concepts of latitude and longitude by explaining that people who plan towns or cities give names to the streets and avenues. This helps other people find specific places in that town or city. If we have one friend who lives at 125 East 10th Street and another friend who lives at the corner of Main Street and Smith Avenue, we can probably look at a map of the town and find where each person lives. Point out that map makers help us find places on maps and globes in a similar way. They have drawn imaginary lines on maps and globes that are like streets and avenues in a town.

- Distribute Worksheet 9, "Guidelines on the Earth--Latitude and Longitude," and have students study the two maps at the top of the worksheet.

- Point out the map on Worksheet 9 that shows lines of latitude. Explain that the lines on this globe run from left to right (west to east) and that they are called lines of latitude (or parallels). The latitude line in the center of the globe divides the Earth into the Northern and Southern Hemispheres and it is called the equator. The other west - east lines are numbered in degrees and they are marked N for north if they are north of the equator. They are marked S for south if they are south of the equator.

- Display a globe and have students volunteer to find the following on the globe: the equator, the 60^{0}S latitude line, the 20^{0}N latitude line.

- Now, point out the map on Worksheet 9 that shows lines of longitude. Explain that the lines on this globe run from top to bottom (north to south) and that they are called lines of longitude (or meridians). The longitude line in the center of the globe divides the Earth into the Western and Eastern Hemispheres and it is called the prime meridian. The other north - south lines are numbered in degrees and they are marked W for west if they are west of the prime meridian. They are marked E for east if they are east of the prime meridian.

- Refer to the globe and have students volunteer to find the following on the globe: the prime meridian, the 90^0W longitude line, the 40^0E longitude line. Then, have students use the globe to locate:

  - a continent that is 20^0S of the equator and 60^0W of the prime meridian

  - an ocean that is located 15^0S and 75^0E

- Have students complete the exercise on the worksheet and then explain their answers to the following questions:

  - How have map makers tried to help us locate exact places on the Earth's surface? (Be sure students realize that guidelines are imaginary.)

  - If a ship in distress radioed its location as 20°N but then the signal was lost and no other information was available, what would rescuers know about that ship's location? What additional information would rescuers need in order to find the ship? Why? (Rescuers would know that the ship was 20° north of the equator. They would not, however, be able to find the ship unless they also knew how many degrees east or west the ship was of the prime meridian.)

  - What information do you have if you know the latitude of a place? (You would know the place's distance north or south of the equator.)

  - What information do you have if you know the longitude of a place? (You would know the place's distance east or west of the prime meridian.)

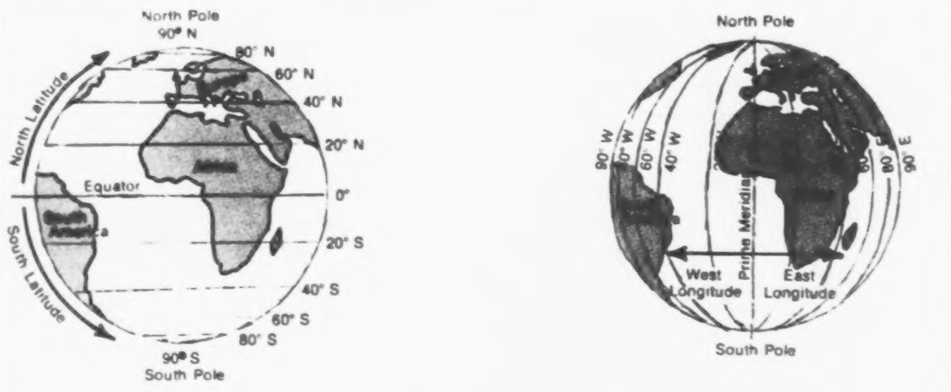
  - How would you explain the numbering of the latitude and longitude lines on a map or globe? (Every circle is made up of 360°; therefore, the number of degrees between the equator and each of the poles is 90°. The number of degrees right (east) of the prime meridian to the international date line is 180°, and left (west) of the prime meridian to the international date line is another 180°. Note to teachers: Students are likely to find this idea more readily comprehensible if they refer to a real globe in addition to the globe maps.)

- Distribute Worksheet 9B, "Using Map Coordinates," and have students work in pairs to complete Exercise 1. Review their work.

Summary/Application

- Finally, have students, again in pairs or in small groups, complete Exercise 2.

Guidelines on the Earth — Latitude and Longitude


North Pole
90° N
80° N
60° N
40° N
20° N
North Latitude
Equator
0°
Africa
South America
20° S
40° S
60° S
80° S
South Latitude
90° S
South Pole
North Pole
90° W
80° W
60° W
40° W
Prime Meridian
West Longitude
East Longitude
60° E
80° E
90° E
South Pole

(Lines of latitude) (Lines of longitude)

Dorothy W. Drummond and Robert R. Drummond, *People on Earth: A World Geography* (Glenview, IL: Scott, Foresman and Company, 1983), p. 32, 34.

TO THE STUDENT:

Examine the globe maps above. Then answer the question below on the lines provided.

1. What is the name of the reference line from which distance north and south on the Earth is measured? ________________

2. What is the name of the reference line from which distance east and west on the Earth is measured? ________________

3. How many degrees away from the equator is the North Pole? ________________

4. Where do all the meridians (lines of longitude) meet? ________________

5. The latitude line 60^{O}N passes through which continent named on these maps? ________________

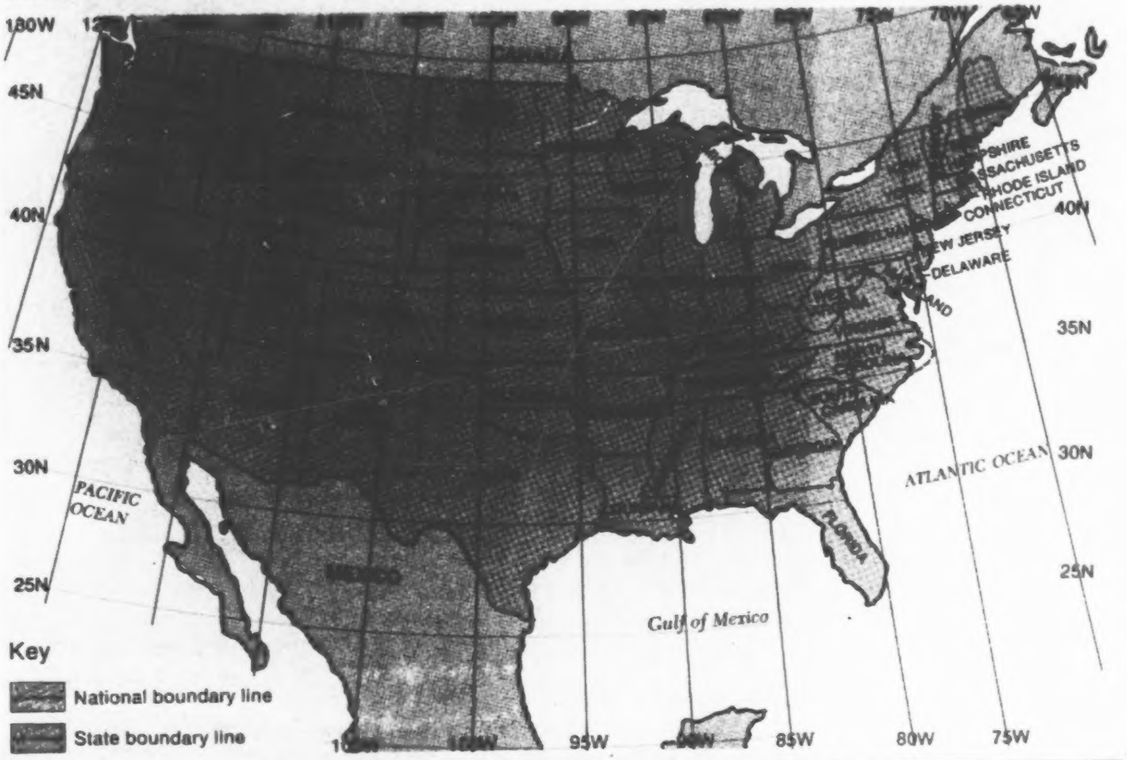
6. On which continent would you be if you were standing 20^{O} S of the equator and 20^{O}E of the prime meridian (20^{O}S, 20^{O}E)? ________________

Using Map Coordinates

TO THE STUDENT:

This map shows latitude and longitude numbers for the United States. Refer to this map as you complete Exercise 1 and 2 on the following pages.

United States


180W
45N
40N
35N
30N
25N
75W
70W
CANADA
HAMPSHIRE
MASSACHUSETTS
RHODE ISLAND
CONNECTICUT
NEW JERSEY
DELAWARE
PACIFIC OCEAN
ATLANTIC OCEAN
FLORIDA
MEXICO
Gulf of Mexico
Key
National boundary line
State boundary line
95W
85W
80W
75W

Dorothy W. Drummond and Robert R. Drummond, *People on Earth: A World Geography* (Glenview, IL: Scott, Foresman and Company, 1983), p. 35.

EXERCISE 1

It's April 1. Patty is on a trip with her family. She decides to write to her social studies class back home. Her letter below is an April Fool's joke. Instead of telling her classmates where she has traveled, she has given them the latitude and longitude numbers. Read her letter. As you read each set of numbers (called coordinates), refer to the map on the previous page to find what place--state or country--Patty is describing. Write the name in the blank space next to the numbers.

Hi Friends!

We're having a great time. As you know, we flew first to 30°N, 85°W ________, to visit a very famous amusement park. Then we traveled to 30°N, 100°W ________, where we watched a real rodeo. My sister and I wanted to go next to 45°N, 100°W ________, but our parents wanted a warmer climate.

So I send greetings from 25°N, 105°W ________, land of ancient Aztec ruins and yummy enchiladas. Next we're off to 35°N, 120°W ________ and the long trip home.

See you soon,
Patty

Adapted from Stanley Klein et al., *Our World Today: Activity Book* (Austin, Tex.: Steck-Vaughn Company), pp. 12, 13.

EXERCISE 2

TO THE STUDENT:

1. Plan a trip of your own.
2. What places will you visit? Write them in column I.
3. Look at a map and find the latitude and longitude of each of these places and write them in the correct column.

I Name of the Place	II Latitude	III Longitude

STRATEGY 10

Different types of maps serve different purposes. Political maps, for example, specialize in showing the boundaries of political units (made by people), such as countries, states, provinces, cities and towns. Physical maps, on the other hand, specialize in presenting physical (nature-formed) geographical features, such as climate, topography (relief), resources and vegetation. Often, it should be noted, political maps show some physical features, too.

Concepts

. Maps

Understandings

. Different types of maps symbolically represent different features of the Earth's surface.

Content Objectives: Students will be able to:

. Differentiate between political and physical maps.
. Describe the kinds of information to be gained from political and physical maps.

Skills Objectives: Students will be able to:

. Interpret political and physical maps by using their map legends. (interpreting maps)

Word Warm-up: physical feature, physical map, political map, special purpose map

. Draw an outline of a face on the board indicating the hair if you wish. Then, ask for a volunteer to come up to the chalkboard to draw the nose along with eyes and other features of a face.

. Elicit that these are parts of a face. Tell students that we can also call these the physical features of a face.

. Write the words physical feature on the board and ask students to point to each physical feature of their face as you call out its name.

. Ask students:

  - If these are physical features of a face, what would be comparable physical features of the Earth? (mountains, lakes, rivers, boundaries of a landmass)

. Point out that physical features of the Earth are formed by nature.

. Go back to the chalkboard where you wrote Physical Features and set up two columns. Elicit from students the names of physical features to list under the headings of a face and of the Earth. Fill these in.

PHYSICAL FEATURES

of a face	of the Earth

. Review the meaning of map. Ask students:

- What would you call a map that shows the physical features of land such as mountains, deserts, rivers? (physical map)

. Explain that physical maps are sometimes called relief maps or topographical maps as well.

. Point out that there is another kind of map called a political map. Write these sentences on the board and read them to the students:

- A political map of the United States shows all of the states, their names and boundaries.
- A political map of Asia shows the area, boundaries between countries, and the name of every country.

. Ask students:

- What is a political map? (a map that shows human-made features such as state boundaries)
- How does it differ from a physical map?
- How are both kinds of maps alike?
- What is the purpose of a political map?

. Explain that some maps are called special purpose maps. Then, write the words Special Purpose Maps on the board. Ask students:

- What do you think these maps will show?
- What kind of special purpose map appears daily in the newspaper and on television news programs? (weather)
- Would a map that showed the population of different areas be a political map? a physical map? or a special purpose map?

Development

- Distribute Worksheet 10A, "Special Purpose Maps." Orient students to the map of South America by having them locate that continent on a wall map of the world. Have students study the four maps on the worksheet, including the map keys, and then have students complete the exercise. Review their responses and have them explain their answers to the following questions:

  - Based on this worksheet, what purposes can maps serve? Explain. (Maps can show political units; they can also show elevations or topography, natural vegetation and types of climate.)

  - Maps 2, 3, and 4 are known as physical maps, and map number 1 is a political map. What do you think the major difference is? Explain. (Political maps show features made by people; physical maps show nature-formed features.)

  - Does map number 1 (the political map) show any physical or natural features? Explain. (Yes, it shows rivers.)

Summary/Application

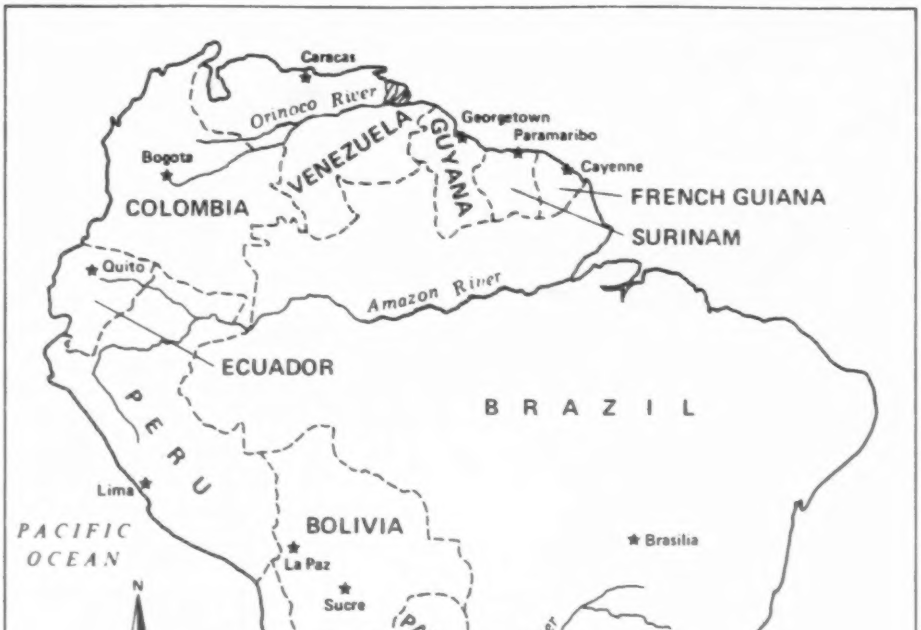
- Reinforce students' understanding of special purpose maps, as well as legends, scale, latitude and longitude, by dividing them into small groups and having each group create and map its own imaginary country, as directed on Worksheet 10B, "A Political-Physical Map of ______________." These maps might be drawn on large pieces of oaktag and displayed.

Special Purpose Maps

TO THE STUDENT:

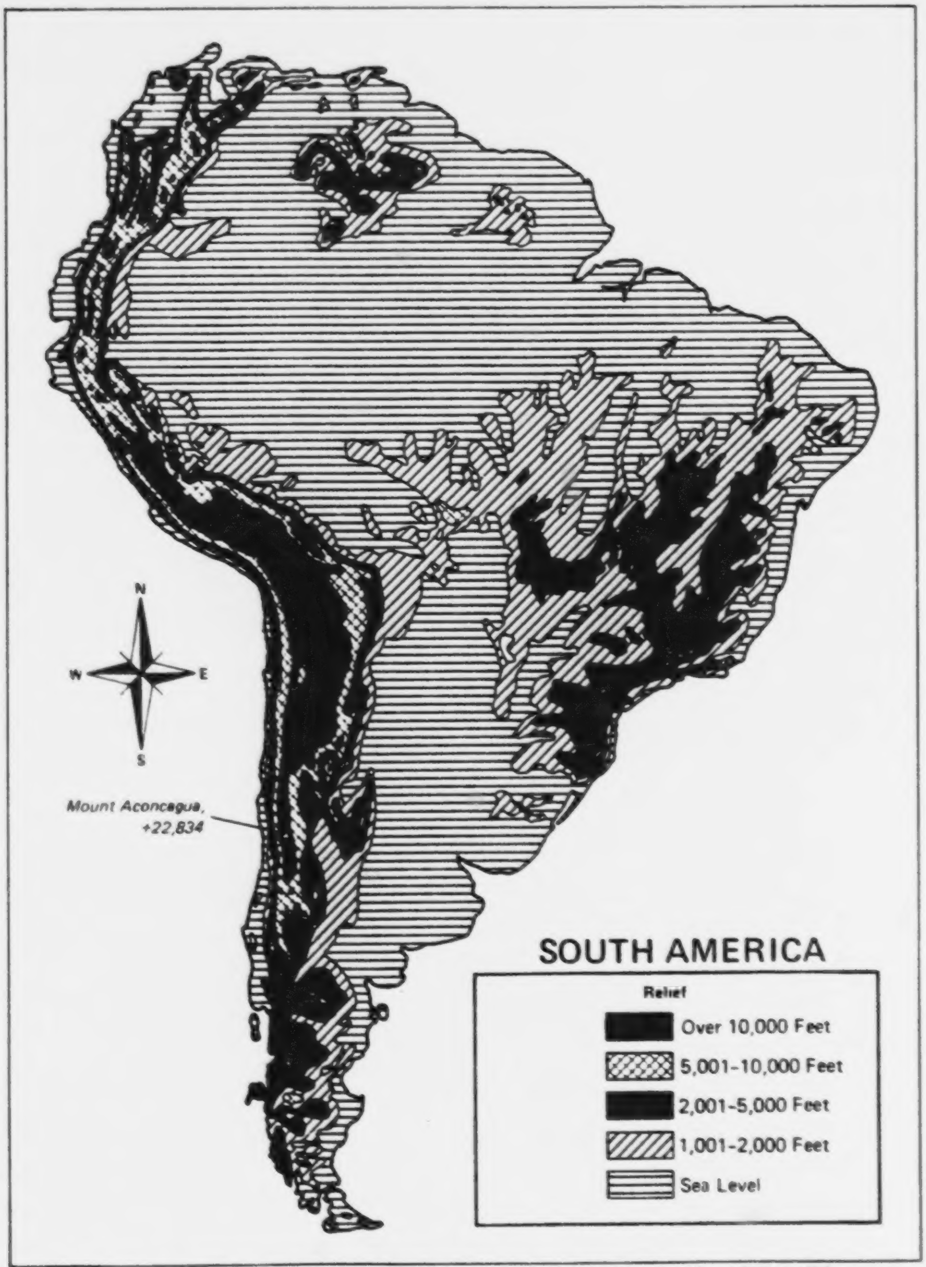
Study the four maps and then complete the exercise at the end of this worksheet.

MAP 1


Caracas
Orinoco River
Georgetown
Paramaribo
Cayenne
Bogota
VENEZUELA
GUYANA
FRENCH GUIANA
SURINAM
COLOMBIA
Quito
Amazon River
ECUADOR
BRAZIL
PERU
Lima
PACIFIC OCEAN
BOLIVIA
La Paz
Sucre
Brasilia
N
W
E
S
PARAGUAY
River
Asunción
Paraná
Uruguay River
CHILE
ARGENTINA
ATLANTIC OCEAN
Santiago
Buenos Aires
Montevideo
URUGUAY
SOUTH AMERICA
SCALE
0
1000 Miles
0
1600 Kilometers
Capital
Boundary Line

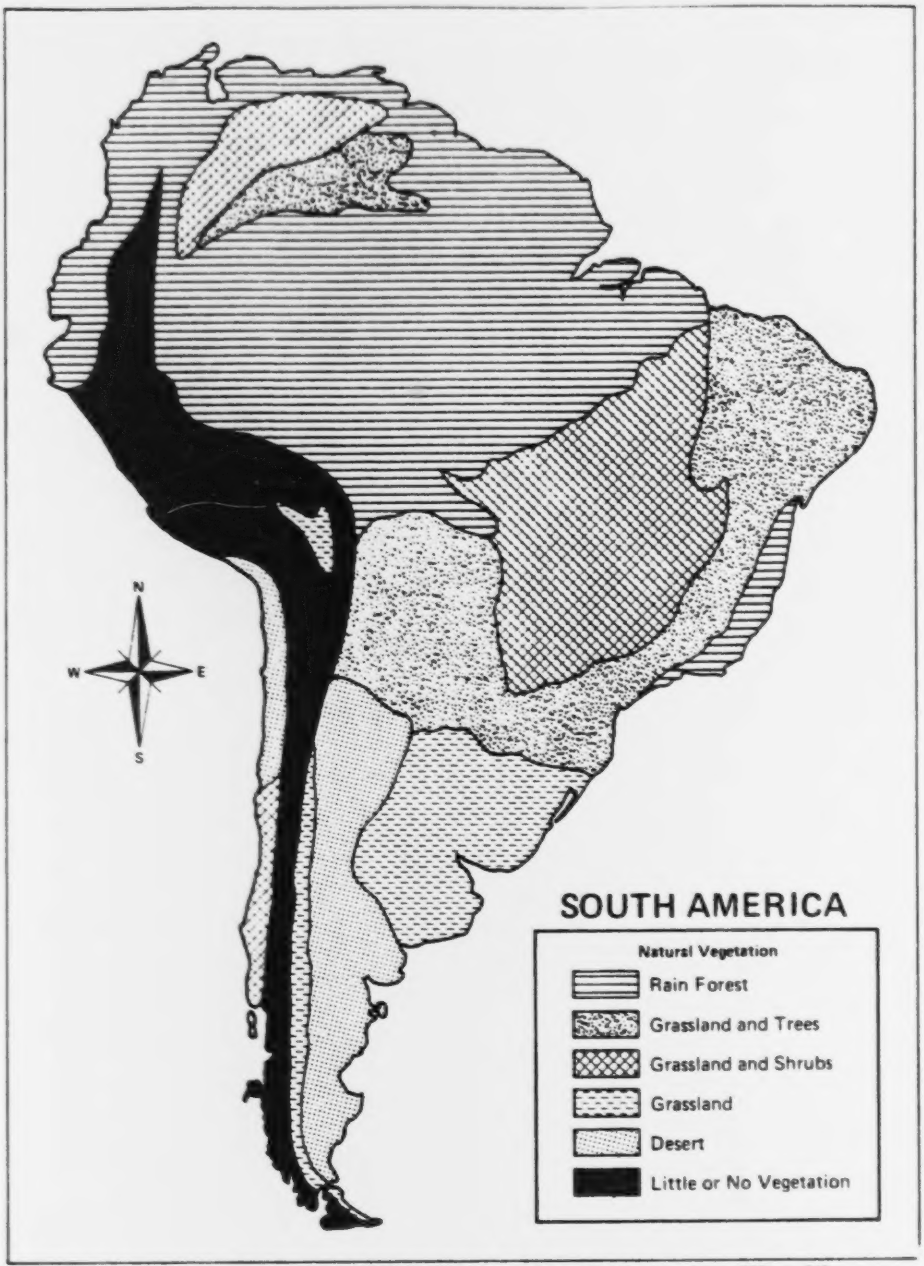
Gerard J. Pelisson, *Mastering Social Studies Skills* (New York: Amsco School Publications, Inc., 1982), p. 253.

MAP 2


N
W
E
S
Mount Aconcagua,
+22,834
SOUTH AMERICA
Relief
Over 10,000 Feet
5,001-10,000 Feet
2,001-5,000 Feet
1,001-2,000 Feet
Sea Level

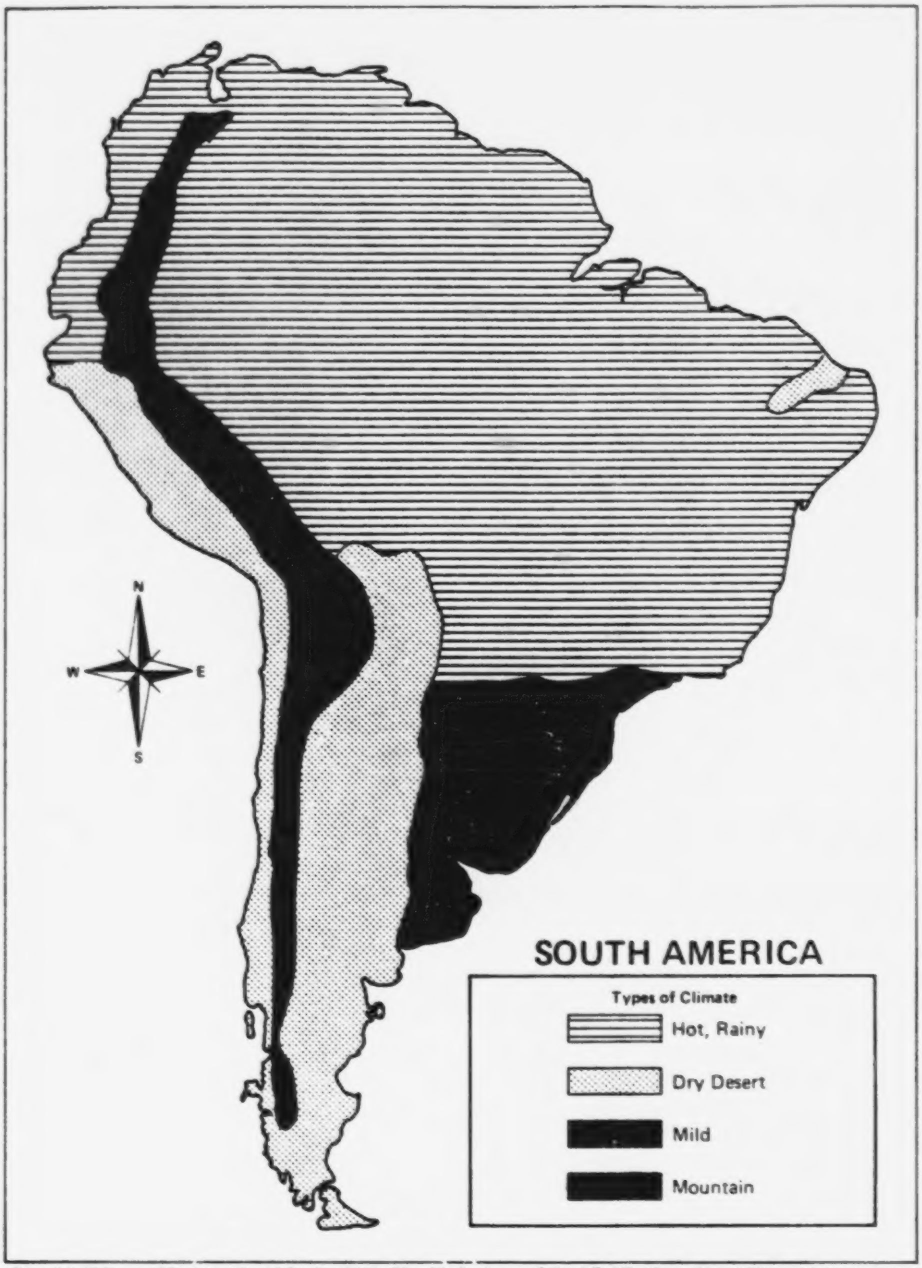
Gerard J. Pelisson, *Mastering Social Studies Skills* (New York: Amsco School Publications, Inc., 1982), p. 235.

MAP 3


N
W
E
S
SOUTH AMERICA
Natural Vegetation
Rain Forest
Grassland and Trees
Grassland and Shrubs
Grassland
Desert
Little or No Vegetation

Gerard J. Pelisson, *Mastering Social Studies Skills* (New York: Amsco School Publications, Inc., 1982), p. 263.

MAP 4


N
W
E
S
SOUTH AMERICA
Types of Climate
Hot, Rainy
Dry Desert
Mild
Mountain

Gerard J. Pelisson, *Mastering Social Studies Skills* (New York: Amsco School Publications, Inc., 1982), p. 254.

EXERCISE

Below are five silly problems. Each problem gives you information and a question. Do not answer the question. Instead, write the name of the map or maps on this worksheet which would best answer the question. Your choices are political, relief (also called topographical), vegetation, or climate. You will have to use two maps, the political map of South America with the correct special map, for some of your answers.

______ 1. Uncle Nemo enjoys the mountains. For his vacation, he is going to Chile. Will he enjoy Chile?

______ 2. Edward Bumbershoot has the world's largest umbrella collection. Where in South America would he get the best use of his collection?

______ 3. Sam Skiff owns a shipping company. He wants to expand his business to South America. He wishes to build docks in cities that are on rivers. Which map will help him locate those docks?

______ 4. Uncle Stretch has always dreamed of owning a rubber plantation in a tropical rain forest. Which map should he use to to find a location for his plantation?

______ 5. The best coffee grows in the highlands between 2,500 and 5,000 feet above sea level. Mr. Olsen is a coffee buyer. Would Peru be a good country in which to find the best coffee? Which map will help Mr. Olsen know?

Adapted from Charles Tidd, *Essential Map Skills* (Maplewood, NJ: Hammond Incorporated, 1980), p. 51.

A Political/Physical Map of ____________

TO THE STUDENT:

Pretend that you are the ruler of a country. First, give your country a name. Then, pull up a throne and prepare to survey your real estate. As you relax in the luxury of your capital building, you decide to draw a political map of the country to be sure it's all yours. On a sheet of paper complete the following:

1. Near the bottom of the page, draw a legend with a bar scale. The bar scale should show 1 inch = 200 miles. Add symbols for your capital, major cities, the boundaries of your nation, and state boundaries.
2. Use the symbol for your international boundary and outline the limits of your country.
3. In block letters, name the country.
4. Divide the country into 12 states with the state boundary symbol.
5. In smaller block letters, name the states.
6. Since you are the ruler, name the capital and place it within a state. You might want to name the capital after yourself.
7. Next, add and name a few major cities.
8. Draw one line of latitude and one line of longitude and name their number of degrees and direction. This will tell us where your country is located.
9. Indicate what countries or bodies of water border your country.
10. How far is it from your capital to the nearest international border?

You have drawn a political map of your domain. Using the same map, now add a topographical (relief) key. Follow the example in map number 2 on Worksheet 10A (the relief map of South America). Place the various shapes of the land (landforms) on your country using the symbols or the colors from the key. When finished, you will have combined a political map with a physical map. So, you should name your map "A Political-Physical Map of ______________" (whatever name you have chosen for your country).

Adapted from Charles Tidd, *Essential Map Skills* (Maplewood, NJ: Hammond Incorporated, 1980), pp. 39, 48.

STRATEGY 11

Topographical (or relief) maps, like the one of South America on Worksheet 10A, show the various shapes of the land, or landforms, found on the Earth. Mountains, hills, plains and plateaus are landforms, as are continents, peninsulas, islands, deltas and isthmus'.

Concepts

- Environment
- Landforms

Understandings

- People are affected by their physical environment as they attempt to fulfill their basic needs.
- Geographic features influence land usage.

Content Objectives: Students will be able to:

- Describe landforms such as mountain, plateau, island, etc.
- Analyze the advantages of each landform for human life.

Skills Objectives: Students will be able to:

- Interpret a drawing of various landforms. (interpreting pictures)
- Locate in a dictionary, definitions of the various landforms.

Development

- Distribute Worksheet 11, "Landforms." Have students complete the exercise by following the directions on the worksheet. Review their work. (The correct answers are: 1-A, 2-H, 3-G, 4-F, 5-D, 6-E, 7-B, 8-C)

- Display a topographical wall map of the Western Hemisphere. Have students identify various landforms such as: the continents of North and South America, Florida--a peninsula, Cuba--an island, the Rocky Mountains, the Isthmus of Panama, the Mississippi Delta, the Great Plains.

- Finally, have students explain their answers to the following questions:

  - What does this picture tell us about the land on Earth? (Many different shapes of land, or landforms, exist on Earth.)

  - What advantages and/or disadvantages do you suppose each landform would have for human life? Would living in or near a particular landform affect the way people meet their basic needs for food, shelter and clothing? (For example: people in mountains are likely to be involved in herding, rather than farming. People on an island are likely to be seafaring.)

Landforms

TO THE STUDENT:

This drawing shows some of the shapes or landforms (marked with letters) found on the Earth. The names of these landforms are listed below.

1. Look up each landform in a dictionary and write the definition of that landform in the space provided.
2. Find each landform in the picture.
3. Write the letter of the landform in the space at the left of its name.

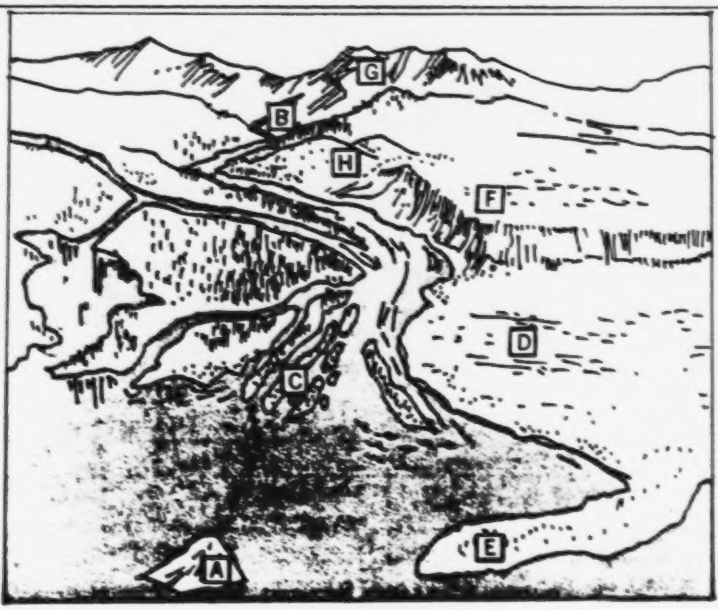


Illustration adapted from John R. O'Connor, *The New Exploring the Non-Western World, Workbook*, (New York: Globe Book Company, Inc. 1983), p. 8.

LETTER ON DRAWING	LAND FORMS	DEFINITIONS
___	1. mountains	______________________
___	2. hills	______________________
___	3. plateau	______________________
___	4. plain	______________________
___	5. island	______________________
___	6. peninsula	______________________
___	7. valley	______________________
___	8. delta	______________________

STRATEGY 12

Maps of the world's ecosystems resemble physical features maps--particularly climate and vegetation maps. This is due to the fact that an ecosystem is a natural environmental region that includes landform, climate, natural resources, and plant and animal life, all working together. Dividing the world into its natural ecosystems provides students with a valuable tool for recognizing similarities and differences among parts of the world.

Concepts

. Ecosystems
. Culture

Understandings

. An ecosystem is a natural environmental region that includes landform, plant and animal life, natural resources and climate all working together.
. People are affected by their physical environment as they attempt to fulfill their basic needs.

Content Objectives: Students will be able to:

. Explain the meaning of ecosystem.
. Give examples of how other geographical features--such as altitude--can create variations within an ecosystem.
. Give examples of ways in which human activity can alter ecosystems.

Skills Objectives: Students will be able to:

. Identify the eleven major ecosystems of the Earth. (interpreting maps)
. Compare North and South America in terms of their ecosystems. (interpreting maps)
. Make inferences about ways in which each ecosystem can influence how people live. (making inferences)

Word Warm-up: ecosystem, data

. Write the word ecosystem on the chalkboard.

. Ask students:

- When we cover up eco, what word is left?

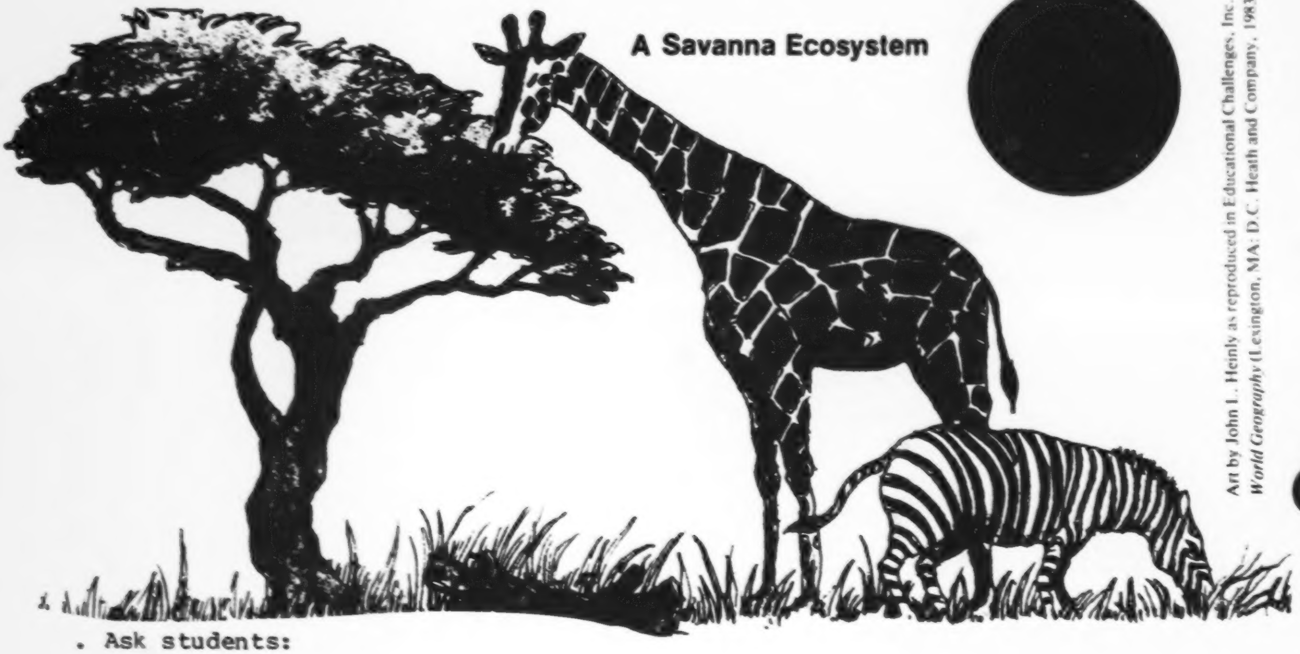
- What is a system? (an arrangement made up of different parts that go together)

. Tell students that the prefix "eco" means "having to do with an environment."

- What do you think an ecosystem is? (Help students to see that an ecosystem is a natural environment, the parts of which work like a system. Like all systems, [stereo systems, computer systems], it is made up of different parts that are all related to each other and that all work together.)

- Tell students that by dividing the world into what geographers call ecosystems we find out a little more about each place. An ecosystem includes the landform of the area, such as a mountain or a plateau. It also includes the plant and animal life, the natural resources of the region and the climate. These things combine in different ways to make different ecosystems.

- Reproduce for students or project the following illustration of one ecosystem, the savanna ecosystem.



A Savanna Ecosystem

Art by John L. Heinly as reproduced in Educational Challenges, Inc., *World Geography* (Lexington, MA: D.C. Heath and Company, 1983), p. 58.

- Ask students:

  - What does this picture tell us about a savanna ecosystem?

  - How does this picture show how the different parts of a savanna ecosystem work together?

- Write the word data on the board and have the students pronounce it. Then write these sentences on the board:

  - In order to write a biography or true-life story you need some data about the person.

  - To describe the climate of New York City accurately it is necessary to have data regarding the weather.

- Have students read the sentences, then ask:

  - What does data mean?

  - What clues (to the meaning) did you find in the sentences?

- Write Ecosystem Data Cards on the chalkboard and say:

  - In today's lesson we will use "Ecosystem Data Cards." What can you expect to find in these cards?

Development

. Distribute Worksheet 12A, "World Ecosystems." Use an overhead projector to project the worksheet on the wall.

. Have students examine the ecosystems map and, using the map legend, explain their answers to the following questions:

- What does this map tell us about the Earth? (The map tells us the locations on Earth of the ten ecosystems.)
- Which ecosystem, not listed in the map key, covers the largest part of the world? (Point out that oceans--known as the marine ecosystem--cover more than two-thirds of the planet's surface.)
- What patterns do you notice in the locations of the different world ecosystems? How would you explain these patterns? (Have students hypothesize. They might mention nearness to the equator--that is, latitude--nearness to the ocean, elevation, etc.)
- Recall the story of Sarah and her brother Amaluk in Worksheet 2. In what kind of ecosystem did they live? (Tundra.)
- How do you think a tundra region might be different from the ice cap ecosystem? (It has a variety of plant life and a mild but short summer.)
- What are some of the ecosystems in North America? In South America? In which ecosystem do we live? Why do you suppose our ecosystem is called "broadleaf forest"? (Students should be aware of the dominance of broadleaf trees [oaks, maples, etc.], as opposed to needleleaf trees in the New York area.)
- How do you think each ecosystem shown on this map influences the way people live there? (Have students make educated guesses about the more obvious ecosystems.)

. Divide the class into eleven small groups. Give each group one of the data cards that make up Worksheet 12B. Have each group read its card, a general overview of one ecosystem. Tell students to refer to the projected map from Worksheet 12A. Then have them prepare and deliver a short report.

. Have students complete the three exercises that follow the data cards at the end of Worksheet 12B. Review their answers.

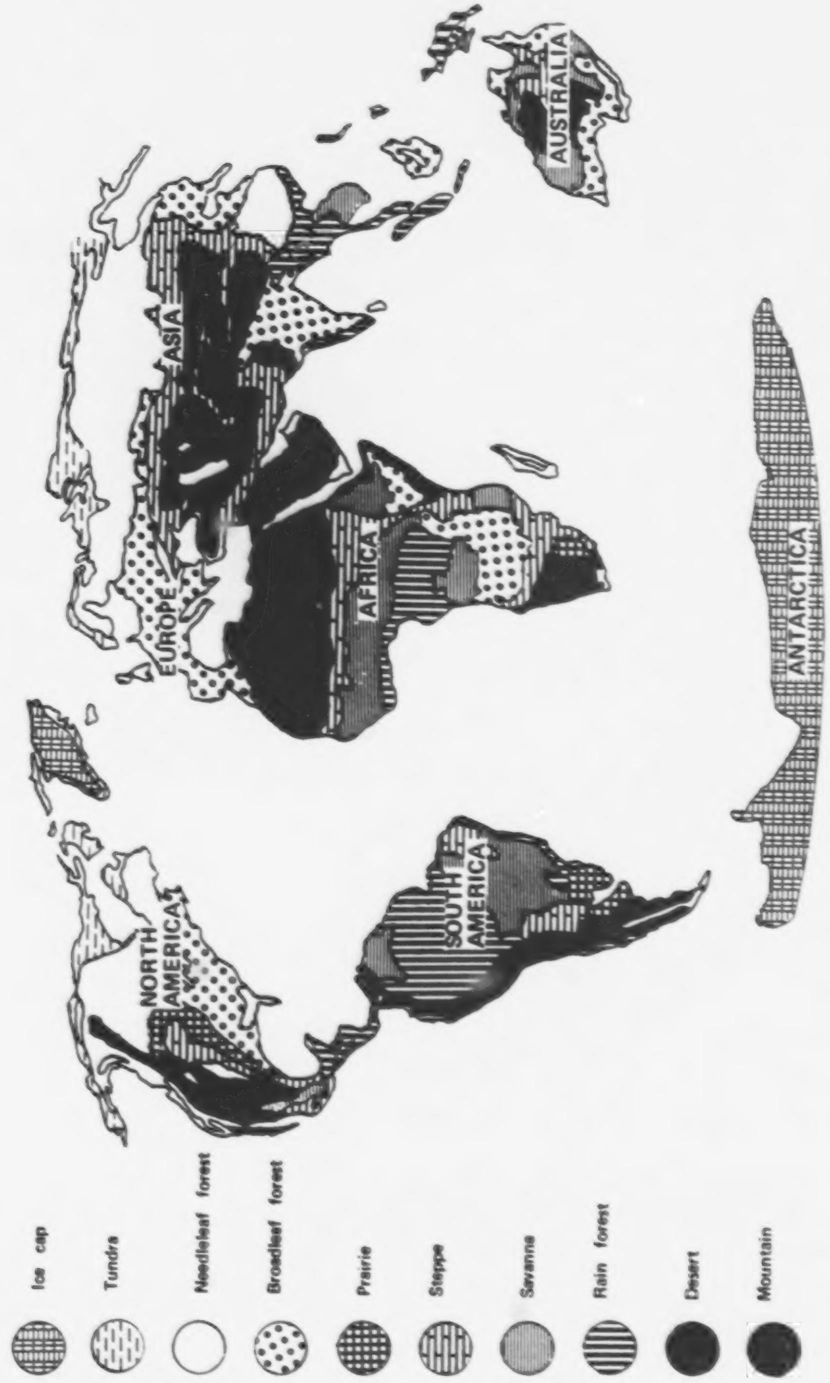
Summary/Application

. Follow the reports and exercises with a "quiz show." Divide the class into two teams. As quiz moderator, supply them with questions requiring knowledge of ecosystems. The questions can be written on separate pieces of paper, folded and placed in a fish bowl. For example:

- What is the name of a grassland ecosystem which is very dry and harsh?
- What ecosystem exists in North America but not in South America.
- What ecosystem exists in South America but not in North America.
- What continent has no tropical rain forest.
- I'm looking for a place where people might live in the mountains to avoid a hot climate. Where would that be?
- What kind of ecosystem covers the largest portion of Canada?
- Sometimes people try to change or modify an ecosystem. How might this create problems? Give an example.
- I'm looking for a place in North America where one side of a mountain range is very dry. Where would that be?

. Allow one point for each correct answer and the team with the most points at the end of the game--or the first team to accumulate ten points--is the winner.

World Ecosystems


NORTH AMERICA
SOUTH AMERICA
EUROPE
ASIA
AFRICA
AUSTRALIA
ANTARCTICA
Ice cap
Tundra
Needleleaf forest
Broadleaf forest
Prairie
Steppe
Savanna
Rain forest
Desert
Mountain

Educational Challenges, Inc., *World Geography* (Lexington, MA: D.C. Heath and Company, 1983), pp. 62, 63.

Ecosystem Data Cards

WHAT EVERYONE SHOULD KNOW ABOUT NEEDLELEAF FORESTS

Read and think about:

1. What clue does "needleleaf" give you about the shape of the leaves?
2. Where in the world is the needleleaf forest ecosystem located? (Look at the map on Worksheet 12A to find the answer.)
3. What kinds of trees can you expect to find in a needle- leaf forest ecosystem?
4. How was the needleleaf forest ecosystem created?
5. What is the biggest source of wealth in the needleleaf forest? Which North American country benefits most?

Ecosystem Data Card #1

Needleleaf Forest

Much of North America is part of a large forest ecosystem. Most of the forest land in Canada is in a needleleaf forest ecosystem, or evergreen forest. From it, Canada produces more wood pulp for paper than any other country.

Ecosystems can change, and that is important to know. Sometimes nature creates the changes. Ten thousand years ago, there were no needleleaf forests in Canada. Instead, the land was covered by a glacier or sheet of ice. The ice was a mile thick in some places. It extended south from the North Pole to the area which is now New York City.

When the climate gradually became warmer, and the glacier receded or moved back to the North Pole, it acted like a giant scraper. It dug out large holes including the Great Lakes which are on the border between the United States and Canada. It also scraped away most of the topsoil. What was left was the old granite rock beneath. This area became covered with evergreen trees and is now a major source of Canada's natural wealth.

WHAT EVERYONE SHOULD KNOW ABOUT BROADLEAF FORESTS

Read and think about:

1. What clue does "broadleaf" give you about the shape of the leaves?
2. What do broadleaf trees do in the fall?
3. What kind of trees can you expect to find in a broadleaf forest ecosystem?
4. Where is the broadleaf forest ecosystem located?
5. What happened to the broadleaf forest ecosystem as the land became settled?
6. Why did the settlers and early farmers change the ecosystem and what affect did this have on the broadleaf forests?

Ecosystem Data Card #2

Broadleaf Forest

The southeastern part of Canada and most of the eastern United States are called a broadleaf forest ecosystem. Broadleaf trees include oak, maple, and others that drop their leaves in the fall.

The settlers who came from Europe to North America found a land that was covered with thick forests. This forest land was home for the tribes of woodland Indians in what is now the United States and Canada.

As the pioneers moved westward from the coast, they cut down the forests--they wanted to clear the land so they could farm it. By the 1800's, many of the great forests had been cleared. Humans had changed the ecosystem so that they could grow more food.

WHAT EVERYONE SHOULD KNOW ABOUT THE PRAIRIE

Read and think about:

1. What is a prairie? Describe it.
2. Where are American prairies located? (Look this up on the ecosystems map.)
3. The American prairie was once the homeland of what animal?
4. What did this animal provide?
5. Where is the other large prairie? (Again look at the map.)
6. Since animals once grazed on prairies, what would you expect people raise or grow there today?
7. How is the prairie used in South America?

Ecosystem Data Card #3

Prairie

A prairie is a large area of grassland. The land is either flat or gently rolling. The largest prairie area in the world is right in the middle of North America. It stretches from Canada south as far as Texas.

The American prairie was once the home for millions of bison (American buffalo) that roamed through the grasslands in large herds. The Plains Indian tribes, like the Sioux, lived by hunting the bison. These big, shaggy animals provided for many of the Indians' needs: meat for food; furs and skins for clothing; leather for mocassins and tough thongs for tying things. Skins were also used to make the tents called tepees or tipis. The Indians even used the animal bones to make sewing needles.

There is also a large prairie in South American in Argentina. Much of that prairie, called the pampas, is used for herding cattle. Argentine cowboys tend the herds on horseback much like American cowboys.

WHAT EVERYONE SHOULD KNOW ABOUT THE STEPPE

Read and think about:

1. What is a steppe? Describe it.
2. How are a prairie and a steppe similar? Different?
3. Where are large steppe ecosystems located? (Refer to the ecosystems map.)
4. How is the grass of the steppe useful?
5. What did the farmers have to do in order to raise crops?
6. What happened as a result of this when the ecosystem changed too much?
7. What does the farmer do today so that it won't happen again?

Ecosystem Data Card #4

Steppe

Like a prairie, a steppe is grassland. It is usually flat. It is drier than prairie regions. The large steppe ecosystems of central Asia and the United States have been hard areas to farm because they are dry. The grass is good for grazing or feeding cattle, but it takes a lot of this dry grassland to support a herd of sheep or cattle.

With windmills for water and by dry farming (turning the soil over when it rains), Americans were able to farm the steppe ecosystem. But the soil became even drier in the first half of this century. Clouds of dust began blowing across the land. In the 1930s, many farmers went broke when the over-farmed land was covered with soil that had turned to dust. People called the area the Dust Bowl. Americans learned an important lesson from the Dust Bowl. They had changed the ecosystem too much and ruined the thin soil. Today, better irrigation and improved farming methods have allowed people to farm this land again.

WHAT EVERYONE SHOULD KNOW ABOUT THE SAVANNA

Read and think about:

1. What kind of an ecosystem is a savanna?
2. How many kinds of grassland ecosystems are there in the world? What are they called?
3. What conditions does a savanna need to exist? What area is it found in?
4. Where is one of the largest savanna ecosystems found? (Locate this on the ecosystem map.)
5. Until recently, what was the savanna used for?
6. How did people change the ecosystem?
7. What happened to the animals?

Ecosystem Data Card #5

Savanna

There are three kinds of ecosystems that are grasslands: The prairie, the steppe, and the savanna. Savanna--land of tall grasses and good summer rains--is found in tropical areas. Tropical areas are regions near the equator.

One of the great savanna ecosystems is in Africa. For hundreds of years it was a huge pasture for herds of giraffes, antelope, elephants and other animals. In the past 40 years, more and more of Africa's savanna has been taken over by humans. The rich soil is good for farming. The grasses make good grazing for cattle. Unfortunately, open savanna for wild animals has been shrinking year by year. Now the wild herds are smaller. Most live in special parks created by the governments of African countries. An example is the Serengeti National Park in Tanzania.

WHAT EVERYONE SHOULD KNOW ABOUT THE DESERT

Read and think about:

1. When you hear the word "desert" what picture comes to your mind?
2. What are the physical features of a desert?
3. What type of plants grow and survive in the desert?
4. How do other living things adapt to the dry surroundings?
5. Where are the large deserts of the world located? (Pinpoint these on the ecosystems map.)
6. How does this ecosystem influence the way people live?

Ecosystem Data Card #6

Desert

The most important feature of the desert is lack of rainfall. Some desert regions seem to be nothing but oceans of sand. Most, however, have a surprising variety of life forms. The Kung people of the Kalahari Desert in Africa use dozens of different plants for food and water.

Living things in the desert have adapted to their dry environment. A camel, for example, can store large quantities of water in its body and then survive for a long time without drinking anything. The desert rat never really takes a drink of water--it gets moisture from the plants it eats. Plants in the desert also have special ways of surviving. For example, the saguaro cactus found in Arizona and Mexico expands with water when it rains. It can hold barrels of water and live on that for as long as a year.

The largest desert in the world is the Sahara, which stretches across northern Africa. There are also deserts in Asia, Australia, North America and South America. The Atacama Desert in South America has the driest climate in the world. In the town of Calama in the Atacama no rainfall has ever been recorded.

WHAT EVERYONE SHOULD KNOW ABOUT RAIN FORESTS

Read and think about:

1. How do rain forests differ from other forests?
2. What is another name for a rain forest?
3. Where are rain forests located? (Pinpoint on a map.)
4. Who lives in a rain forest?
5. What difficulty did Brazil meet when attempts were made to raise crops in the rain forest?
6. Why can it be harmful to change an ecosystem?

Ecosystems Data Card #7

Rain Forest

Large parts of both North and South America are forest ecosystems. In South America, the forest land near the equator is usually hot and rainfall is heavy. This condition creates the ecosystem geographers call the rain forest. The rain forest is the kind of forest we usually think of as jungle.

The South American rain forest is named Amazonia. It covers a large area between the Andes Mountains and the Atlantic Ocean. The world's largest river system--the mighty Amazon--runs through the region. Most of Amazonia is within the borders of Brazil--the largest country in South America.

Brazil is a modern, growing nation, with some of the largest cities in the world. But far from the noisy city streets, the dark shaded quiet of the rain forest is like another world. Here scattered bands of South American Indians live by hunting and fishing, much as their people have done for many centuries.

The government of Brazil hopes to make use of Amazonia to provide more food for the growing population. But early attempts to change the ecosystem created problems. Brazilians tried to clear part of the rain forest and plant crops. But the soil had always been shaded by the tall rain forest trees. One of the engineers said, "When the sun hit the soil, it baked it into hard clay. Nothing would grow. Instead of making a farm field, we had baked a good highway."

Like people in other parts of the world, the Brazilians had learned a lesson. It can be harmful to change an ecosystem.

WHAT EVERYONE SHOULD KNOW ABOUT MOUNTAINS

Read and think about:

1. When you hear the word "mountain" what do you picture in your mind?

2. Where are mountains located? What are the names of the largest mountain ranges in the Western hemisphere? (Locate them on a map.)

3. What is meant by altitude?

4. Why are some mountain tops covered with snow all the time? How is it possible for mountains near the equator to have a cold climate?

5. Why would it be difficult for people to live on a very, very high mountain?

6. What role does a mountain play in the pattern of rainfall? Can this pattern be changed? Why or why not?

Ecosystem Data Card #8

Mountain

There are mountain ecosystems on all the continents. Two of the world's largest mountain ranges stretch down the western side of North and South America. These are the Rocky Mountains of North America and the Andes Mountains of South America. Some parts of these ranges are so high they are always covered with snow.

Altitude--the distance above sea level--influences how people live. In many areas, people live on mountain sides, but if the altitude is too high, there is not enough oxygen for humans to survive. Generally, the higher you go, the cooler the air becomes. Much of South America near the equator is very hot. But part-way up the mountains near the equator, the nights are cool and the climate is pleasant.

In some parts of the world, people manage to live at very high altitudes. La Paz in Bolivia is the highest capital city in the world--more than 11,000 feet above sea level.

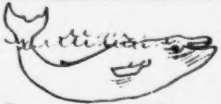
Mountains also influence climate. As clouds approach mountains, their path is blocked and they release much of their moisture. On the near side of the mountain a lot of rain falls. On the far side, the weather is dry.

WHAT EVERYONE SHOULD KNOW ABOUT MARINE REGIONS

Read and think about:

1. Why are oceans important for human life?
2. What do green ocean plants create that is essential for survival? Why is rain necessary?
3. What foods do people get from the sea?
4. Why is Peru no longer considered a major fishing country? What happened when Peru, in effect, changed the ecosystem?
5. How do oceans influence other ecosystems?
6. Why do people fear pollution of the oceans?

Ecosystem Data Card #9



Marine Region

Marine ecosystems are the oceans. Of course humans don't live in these ecosystems but the oceans are very important for human life everywhere. There are many ways we depend on marine ecosystems.

The moisture that forms clouds comes mostly from the evaporation of ocean water. In this way, we depend on the oceans for much of the rain and snow that allow plants to grow and that feed rivers, lakes and streams.

Most of the oxygen we breathe is created by green ocean plants.

People in many parts of the world depend on food from the sea for part of their diet. Japan is one of the leading fishing countries in the world. The South American country of Peru was for many years the leading fishing nation. The anchovy schools (large numbers of anchovy) off the coast of Peru were among the richest in the world. But too much fishing has reduced the anchovy population and Peru's fishing industry has run into trouble.

For hundreds of years, the seas have been a major form of transportation between parts of the world. Today, huge ocean-going freighters carry goods along the ocean trade routes.

Oceans also influence other ecosystems. Ocean currents cool the air in tropical regions and warm the air in colder regions. The western coast of Canada, for example, has a very mild climate. But farther inland, the summers are hot and winters are very cold.

WHAT EVERYONE SHOULD KNOW ABOUT POLAR REGIONS

Read and think about:

1. What is a polar region and where is the polar region located?
2. What is the average temperature of the polar region?
3. Why is it difficult to sustain life in the polar region?
4. How do the Eskimos manage to get food in such a difficult place?
5. What are scientists doing in the polar regions? Why?
6. What do the scientists think can be found underneath the ice and snow? Why is this important to know?

Ecosystem Data Card #10

Polar Region

When most of us hear the words polar region we think of polar bears, icebergs, freezing weather, and perhaps chocolate-covered ice cream bars.

There are places in the world where the average temperature never goes above freezing (32° F or 0° C) all year long. These icy areas at the North and South Poles make up the polar ecosystem. A broad thick sheet of ice covers everything and makes it very difficult to sustain life. Few people live on the ice caps. In the Arctic North, Eskimo hunters roam onto the ice to fish and hunt seals for food and fur.

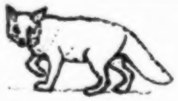
In the polar regions of both the Arctic and Antarctica, scientists from the United States and England have set up stations to monitor and study the planet's weather. These scientists also study the flight patterns of the many kinds of birds that live in the harsh polar ecosystem.

WHAT EVERYONE SHOULD KNOW ABOUT THE TUNDRA

Read and think about:

1. What is a tundra? What is the climate like? Where is the tundra located? (Pinpoint this on a map.)
2. What grows on the tundra in the summer? How does this make it possible for wild animals to survive? Why is the shrubbery dwarfed?
3. Why aren't there farmers in the tundra region?
4. What group of people live in the tundra? How do they manage to live? What is their main food?
5. Are there any resources or industries in the tundra? What are they?
6. Why would the presence of permafrost make it difficult to lay a pipeline for petroleum to bring oil from Alaska to the United States?

Ecosystem Data Card #11



Tundra

Tundra ecosystems are located next to the polar regions and have a subarctic climate. The climate is bitterly cold most of the year. In the very short summer months the temperature goes above freezing and the days are long, but the growing season is too short for farming. During this brief summer, the snow melts and the land seems filled with plant life such as dwarf shrubs, marsh grasses, and tiny flowering plants. Herds of wild animals--deer, elk, and moose graze on the vegetation. But even in the summer, the tundra land does not thaw completely. A few feet below the surface is the permafrost, ground that is always frozen.

A few thousand Eskimos live in small fishing villages near the coast. Other industries in addition to fishing are lumbering and mining.

EXERCISE 1

VOCABULARY REVIEW

TO THE STUDENT:

1. Use this exercise to review the new words you learned from your data cards.
2. Complete the words in the bubblegram below using the clues to help you.
3. The number of the data card which contains the word is in parentheses next to the clue.
4. See how many of these new words you can use making your own sentences.

○○○○○○Ⓔ○○	In Canada, you will find the needleleaf or __________ forest. (1)
○○○Ⓒ○○○	A slow-moving sheet of ice. (1)
○○○Ⓞ○	An animal of the prairie. (3)
○○Ⓢ○○○	The Atacama is an example. (5)
○○○○Ⓨ	The __________ Mountains are in North America . (8)
○○○○Ⓢ	The __________ Mountains are in South America. (8)
○○○○Ⓣ○○	The rain forest is found on or near the __________. (7)
○Ⓔ○○	An animal that can be found on the polar ice cap is the __________. (10)
Ⓜ○○○○○	The ecosystem in which fish live is the __________ ecosystem. (9)
○○○○○○○○Ⓢ○	In the tundra, the ground that is always frozen is called __________. (11)

EXERCISE 2

TRUE OR FALSE

TO THE STUDENT:

1. Read the following statements.
2. In the space at the right of each statement, write "True" if the statement is correct.
3. If the statement is false, write a substitute word or phrase for the underlined word or phrase that will make the statement true.
4. The first one is done for you. Since the statement is false, the substitute word, rainfall has been written in.

1. The most important feature of deserts is the lack of sunshine. rainfall

2. The largest desert in the world is found in Asia. ________

3. The driest desert is found in South America. ________

4. The people who live in the Kalahari Desert are called Saguero. ________

5. The soil and land in the savanna is good for farming and grazing. ________

6. Savanna land is found in an area close to the equator. It is therefore considered to be in the temperate zone. ________

7. Africa National Park is a wildlife preserve located in Tanzania, East Africa. ________

EXERCISE 3

CAUSE AND EFFECT

TO THE STUDENT:

1. Ecosystems can change. Sometimes nature produces these changes. Other times they are caused by people.
2. Match the change described in Column I with the reason for that change in Column II by drawing a line between the two.
3. Name an area in the world where the ecosystem described in each sentence can be found.

Column I	Column II
a. Many native Americans lived on the prairie because	the land became over-farmed and the soil turned to dust.
b. The soil beneath the evergreen forests is not rich because	the glacier scraped most of the top-soil away at the end of the Ice Age.
c. The settlers changed the the ecosystem of the broadleaf forest because	herds of animals provided tribes with food and shelter.
d. Many farmers had to leave the steppe because	they wanted to farm the and, therefore, had to cut down the trees.

A place in the world where this happened is:

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

STRATEGY 13

The ecosystem in which people live influences, but does not determine, their way of life. This is so because culture enables people to make choices; even people living in the same or similar ecosystems do not all live in the same way. Human beings can and do alter their ecosystems.

Concepts

- Ecosystems
- Culture

Understandings

- Environment influences but does not control human culture.
- The effect of geography has been moderated by humans through the use of technology.

Content Objectives: Students will be able to:

- Explain why cultural diversity can exist in the same or similar ecosystems.

Skills Objectives: Students will be able to:

- Compare and contrast the ways people in similar desert ecosystems meet their need for shelter. (comparing and contrasting)

Development

- Distribute Worksheet 13, "Cultural Diversity in Desert Ecosystems." Have students examine the pictures and explain their answers to the following questions:

  - How have people in various desert ecosystems met their need for shelter? (Some have built adobe homes. Others lived in tents. Still others lived in rush [or grass] huts.)

  - How are the various desert shelters similar? Different? (All are constructed from materials found in the desert. The materials used as well as the designs of each shelter differ.)

  - What limitations have these desert ecosystems presented for meeting people's need for shelter? What possibilities has the desert offered? (For example, the absence of trees in a desert makes homes constructed of wood unlikely. On the other hand, homes made of adobe (sun-dried bricks) are possible in the hot, dry desert ecosystem.)

  - What types of shelter would you expect to find in the American desert today? Explain. (Students should realize that today almost any type of shelter is possible in an American desert, given modern technology.)

- How would you explain the fact that different groups, all living in desert ecosystems, have found different ways to meet their needs? (Students should understand that differences among desert ecosystems as well as cultural factors affect the way people meet their needs.)

- Can you think of other examples of how different groups living in the same or similar ecosystems, have devised different ways to meet their basic needs? Explain. (In desert ecosystems, some people have preserved water in clay pots, others in skin bags, still others in baskets.)

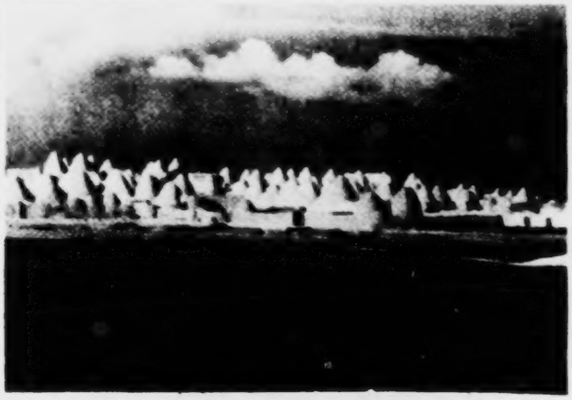
Summary/Application

. Have students select an ecosystem and draw the kind of house they would build to live there. Some students might want to make models of shelters to show how people adapt to their environment.

Cultural Diversity in Desert Ecosystems

TO THE STUDENT:

The pictures below show how different peoples around the world, all living in desert ecosystems, meet their basic need for shelter. Look at each picture and answer the question under it.



T. M. Oberlander

1. This village is called a "beehive." What material do you think the houses might be made of?

____

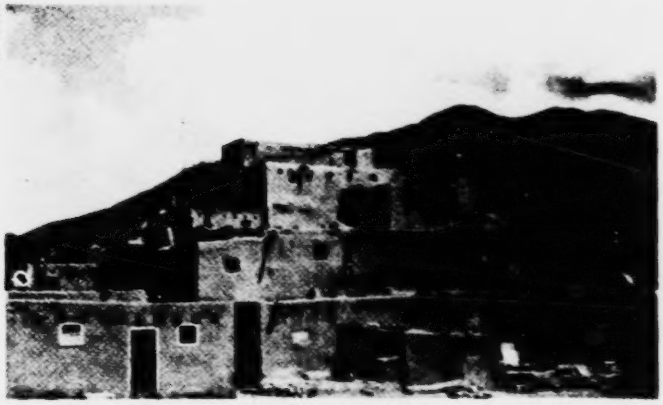
____

Alan Ritch

2. The Black Tent people of Algeria make their homes of goat skins. Why do you think they use this material?

____

____

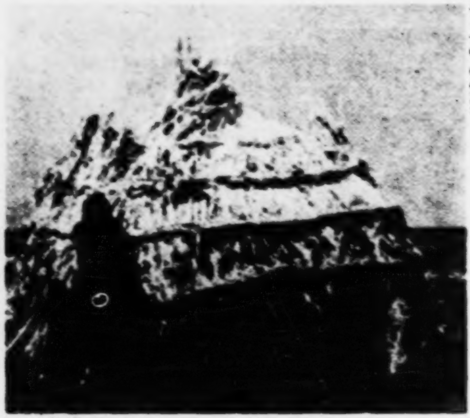


Alan Ritch

3. An adobe pueblo built many years ago by Indians in New Mexico. Why do you think these houses are sometimes called America's first apartment buildings?

____

____



WHO/E. Schwab

4. **This is a rush hut** in the Gezira Plain of Sudan. How do you think the environment shown here compares with the environment shown in picture 3?

____

____

David C. King *et al.*, "Education for a World in Change: A Working Handbook for Global Perspectives," *Intercom* 84/85 (New York: Center for Global Perspectives of the New York Friends Group, Inc., 1976), p. 55.

Theme II

Our Mexican Neighbors Have Been Affected by Their Environment

Subtheme A *Environment and Culture*

LEARNING ACTIVITY

RATIONALE

The United States has a profound national interest in good relations with Mexico, its neighbor, a reality that many Americans have tended to ignore. Economically, Mexico offers a growing market for American goods; it attracts a substantial share of U.S. foreign investment; and, of course, it has petroleum that we would like to buy. Socially, Mexico is the largest single source of immigrants to the United States, a fact that continues to exert a strong influence on American society, especially in the Southwest. Politically, Mexico represents a force among the countries of the Third World, and, because of its geographic proximity, the stability of Mexico's government is vital to the United States.

Good relations between neighboring countries depend on the development of respect for each other's way of life. This mutual respect, in turn, depends on understanding the relationship between people and their environment. An environment's peculiarities greatly influence how a people live and often help to explain customs which may seem strange to outsiders looking in.

Contrary to the stereotype, most Mexicans today live in an urban environment. And the urban migration continues. As in urban centers around the world, life in Mexico's cities has its rewards, such as running water and jobs, and its problems--environmental pollution being one of the most serious.

The environment for 35 percent of the Mexican population (25 million people) continues to be rural. Living on land that is hilly or mountainous, most tradition-bound peasant farmers are able to make only the barest of livings. This environmental problem has proved to be one of the most difficult for Mexicans to overcome.

STRATEGY 1

Many of us in the United States continue to hold stereotypes regarding Latin America and its people. Instead of understanding the diversity that characterizes nations to our south, we tend to view the region as a geographic, economic and cultural unit. Typically we think of Latin countries as hot, dry and flat; underdeveloped and poor; ruled by a succession of dictators; peopled by descendants of the Spaniards; and bound by centuries-old customs and traditions. Nowhere in Latin America is this stereotype less true than in Mexico--our nearest, fast developing, southern neighbor.

Concepts

. Stereotypes

Understandings

. People often form an oversimplified or false mental picture of another culture.

Content Objectives: Students will be able to:

. Articulate their current knowledge of Mexico and Mexicans.
. List sources of their ideas about Mexico.
. Recognize stereotypes of Mexico as well as of the United States.

Skills Objectives: Students will be able to:

. Identify questions they most want to answer about Mexico and Mexicans. (identifying problems)

Springboard to the Activity

. Ask students whether anyone in the class has ever spoken to a foreign visitor to the United States. Ask what ideas the visitor had about the United States and its people. List these on the chalkboard. (Students might mention typical stereotypes, such as: Americans are rich, greedy, ambitious, and unfriendly; the United States is "the land of opportunity," free, urban, and industrial.)

. Ask students from where foreigners get their ideas about the United States and whether such ideas about the United States and Americans are true. (Most are false or oversimplified: Not all Americans are greedy; not all of the United States is urban.)

- Tell students that such oversimplified, often false, ideas which stress only certain characteristics of a country and its people are called stereotypes.

- Ask students to list additional examples of stereotypes. (Students may list some of these stereotypes: people with red hair have bad tempers, poor people are lazy or teenagers are rowdy.)

- Tell the class that today they will examine some of their own stereotypes about Mexico, our southern neighbor in the Western hemisphere.

Word Warm-up: climate, natural resources, ancestors

- Put the following sentences on the chalkboard:
  - The climate in a desert is generally hot and dry.
  - The weather today is cold and damp.

- Ask students:
  - What do you think climate means?
  - What do you think weather means?
  - How do you think climate differs from weather?

  (Climate has to do with ongoing weather conditions over a long period of time: heat and cold, moisture and dryness, clearness and cloudiness, wind and calm. Weather describes day to day conditions.)

- Have students describe the day's weather. Then have them describe the climate of New York City.

- Put the following sentences on the chalkboard:
  - Coal, forests, oil, and animals are all examples of natural resources.
  - The United States is blessed with many natural resources.

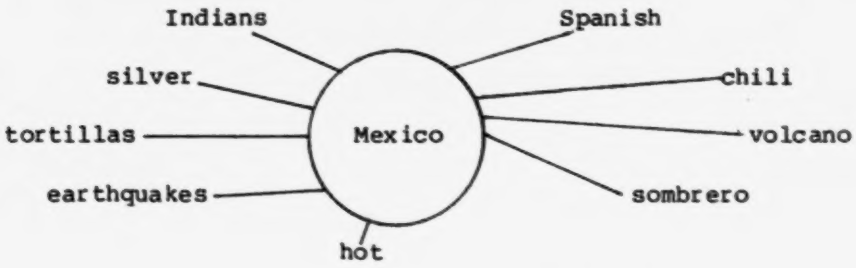
- Ask students:
  - What other natural resources can you think of? (Examples include gold, oil, animals.)
  - Why is it important for a country to have natural resources? (These things can be made into other things to make life more comfortable. We call these things natural resources because they are produced by nature. They are very helpful to our lives.)

- Have students look around the room and guess the natural resources used to make some of the items in the room. (For example, wood for paper and desks, oil for plastics.)

- Read these three sentences:
  - His ancestors were farmers in Italy hundreds of years ago.
  - My ancestors lived in the South before the Civil War.
  - An orphan often does not know much about his ancestors.
- Ask students which of the following best defines ancestors:
  - your grandchildren
  - your parents, grandparents, great grandparents, and so on
- Have students use the word ancestors in original sentences and add these words to the vocabulary section of their notebook.

Development

- Have the students prepare a semantic web by placing the word Mexico in a circle in the middle of a piece of oaktag. Go around the class asking the students, "What words do we think of when we hear the word Mexico? Write all their answers on the oaktag. For example:



- Now have the students look at the diagram and explain their answers to the following questions:
  - How would you group these ideas together?
  - What large groupings do you see? (For example: foods, customs, people, climate, natural resources.)
- List the group names down the side of the oaktag and have the students analyze the items in the semantic web and place the items in their proper category.

- Now tell the students, "In this unit we are going to study about Mexico and then go back to this diagram at the end and see how may items we can add or change." Then put the diagram away, out of sight of the students, to be retrieved and used again at the end of the study of Mexico.

- Distribute Worksheet A-1, "Mexico Questionnaire." Ask students to read and complete the questionnaire. Poll them on their answers, and then have students explain their answers to the following questions:

  - What ideas do students in this class have about Mexico? (Students will probably answer questions with stereotypes; for example: Mexico is hot; Mexicans eat tortillas, etc.)

  - From where do your ideas about Mexico come? (Students may mention television, the movies, books, travels, parents, friends, a Mexican they have met.)

  - Can the sources of your information about Mexico be trusted? Why or why not? (Television and the movies, for example, often distort the truth in order to heighten entertainment.)

  - We know that foreign visitors to the United States often have ideas about our country that are stereotypes--oversimplified, often false, ideas that stress only certain characteristics of the country. Could any of your ideas about Mexico be stereotypes? Explain. (Students should infer that if foreigners hold stereotypical ideas of the U.S., Americans probably stereotype other countries.)

  - How can we know the facts about Mexico? What specific kinds of information will we need? (We will need to examine sources that present the whole picture of Mexico without distorting and oversimplifying.)

Summary/Application

- Ask students, "What questions about Mexico do you most want answered?" (Have students list questions in their notebooks. These questions can be referred to as the learning activity progresses.)

- Tell students that, as a result of studying many different kinds of sources over the next few weeks, they will learn many things about Mexico that might surprise them.

Note:

The teacher may find the following chart helpful in structuring lessons:

Issues in the Questionnaire on Worksheet A-1	Some Worksheets That Address These Issues
1. Climate	A-2
2. Land form	A-2
3. Making a living	A-4A, B-10, C-5, C-6A, C-7, D-2, D-3, D-4A
4. Resources	A-2, A-3, A-4B, B-3, C-2, C-3, C-5, C-6A, C-6B
5. Ancestors	B-1, B-2, B-3, B-4, B-5A, B-6A
6. Government	B-8, B-9
7. Customs and traditions	D-1, D-2, D-3, D-4A, D-5, D-6A
8. Foods	D-2, D-4A, D-5

Theme II *Our Mexican Neighbors*
Subtheme A *Environment and Culture* **Worksheet A-1**

Mexico Questionnaire

TO THE STUDENT:

How much do you know about Mexico, our nearest neighbor to the south? Write your answers to the following questions in the spaces provided. Write full sentences.

QUESTIONS	ANSWERS
1. What is the climate of Mexico like?	
2. What does the land of Mexico look like?	
3. What do Mexicans do for a living?	
4. What natural resources does Mexico have?	
5. Where did the ancestors of the Mexicans come from?	
6. What kind of government does Mexico have?	
7. What customs and traditions do Mexicans have?	
8. What foods do Mexicans eat?	

STRATEGY 2

The heartland of Mexico is the southern part of the Plateau of Mexico, the 7,000-foot-high Mesa Central, or Central Highlands. This region, hemmed in on the east and west by the Sierra Madre Oriental and by the Sierra Madre Occidental, is considered part of Mexico's mountain ecosystem; its terrain is alternately level and hilly. Nevertheless, its pleasant climate, fertile soil and natural resources make the plateau the most heavily populated part of the country. It contains such important cities as Mexico City (the capital), Guadalajara, Puebla and Toluca.

Concepts

- Environment
- Ecocystem
- Culture

Understandings

- People are affected by their physical environment as they attempt to fulfill basic needs.
- An ecosystem is an environmental region that includes land forms, plant and animal life, natural resources and climate all working together.

Content Objectives: Students will be able to:

- Explain the locations of cities in Mexico.
- Recognize that historical and cultural factors (in addition to geographic factors) influence the location of cities.

Skills Objectives: Students will be able to:

- Use maps to describe the major features of Mexico's geography. (interpreting maps)
- Match photographs of Mexico to the ecosystems they represent. (interpreting photographs)

Springboard to the Activity

- Ask students to name the most heavily populated cities in the United States (Los Angeles, New York and Chicago). Have them locate these cities on a wall map of the United States or on individual desk maps.

- Ask students why they think these large cities developed where they did. Are they located near good harbors, natural resources, good farmland, where rivers join or enter the seas, where the climate is pleasant? Have students explain how each of these factors would encourage the development of a city.

- Tell students that just as they have tried to figure out why large United States cities developed where they did, today they will act as "population detectives" and try to figure out why large Mexican cities developed where they did.

Word Warm-up: ecosystem, plateau

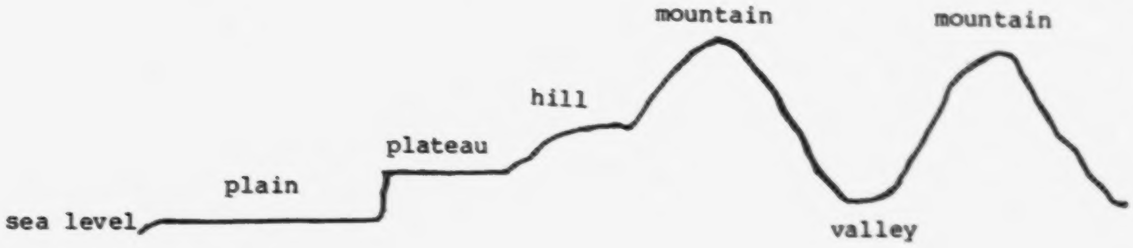
- Reproduce or write on the chalkboard the following list. Tell students that in Column A is a list of living things. In Column B are their environments. Have students match each living thing with its environment.

A--Living Things	B--Environments
_____ pine tree	1. needleleaf forests
_____ cactus	2. ponds, rivers, lakes
_____ whale	3. almost anywhere on Earth
_____ monkey	4. deserts
_____ polar bear	5. oceans
_____ goat	6. rain forests
_____ giraffe	7. the Arctic ice cap
_____ human being	8. mountains
_____ fish (freshwater)	9. grasslands
_____ maple tree	10. broadleaf forests

- Ask students:
  - Why do these living things do best in certain environments? What is it about a desert, for example, that makes that environment just right for a cactus?

- Tell students that a desert is a kind of community: the plants and animals in the desert depend on each other. We call this kind of natural community an ecosystem (eco- means enviroment). All the words in column B are ecosystems.

- Draw the following diagram on the chalkboard and ask students "What do you think a plateau is? a mountain? etc."



Development

- Distribute Worksheet A-2, "Population Detectives." With students, examine the map of Mexican population centers and read the directions on the worksheet. Then have several students come up to the front of the classroom and locate on a wall map the four cities shown on the worksheet. Without allowing them to look ahead at the additional maps on the worksheet, ask students to guess the reasons for the location of each city. List their guesses on the chalkboard.

- Examine with students Map B, "Ecosystems of Mexico." Remind students of the meanings of ecosystem and plateaus discussed in the word warm-up. Have students complete the exercise, which asks them to match photographs of areas in Mexico to the ecosystems they represent. (The answers are: A--rain forest; B--desert; C--mountain (the plateau); D--mountain; E--steppe.)

- Now that students understand their task as "population detectives" and are able to visualize the Mexican terrain, divide the class into small groups. Have each group follow the directions on the worksheet.

- Have a representative of each group briefly explain the reasons the group gave for the location of each city.

- Finally, have students explain their answers to the following questions:

  - What conclusions can we reach about why Mexicans settled in each of these cities? (Guadelajara, Puebla and Mexico City are all located in the Central Highlands where the climate is pleasant, the soil fertile and natural resources are near. Monterrey, although located in the hot, dry steppe, is a river city near oil, coal, and iron.)

  - Are any of these reasons common to all Mexico's big cities? (Nearness to resources.)

  - Are any of these locations difficult to explain geographically? Explain. (Students might question the location of Mexico City at a very high elevation.)

  - Mexico City is located at an altitude of about 8,000 feet. The pleasant climate has attracted many settlers. Also, its location is rooted deep in Mexico's history. It was built near an ancient Aztec Indian city. Which of these factors do you think is most important in explaining why Mexico City is located where it is? Explain. (Accept all reasonably supported responses.)

  - Monterrey is located in a hot, dry, dusty ecosystem. How does the industries map help explain why people live in Monterrey? (Monterrey is located near important Mexican industries.)

Summary/Application

- Conclude by asking students to write a short paragraph in which they describe the most surprising discoveries they have made, as population detectives, about Mexico. (Most will mention the presence of mountains, the dryness, the large cities, the long coastline, the industries.)

- Ask students:

  - Which of the factors that help explain the location of Mexico's major cities also help explain the locations of major cities in the United States? (Students might consider the locations of New York City, Miami, San Francisco, Chicago.)

Suggested Follow-up Activities

- Have interested students construct a salt and flour map of Mexico. This can be fun and will help students get a sense of the terrain. Understanding the geography of Mexico--the eastern and western mountain chains and the central plateau--will help students understand how important the Mesa Central is to Mexican history.

Population Detectives

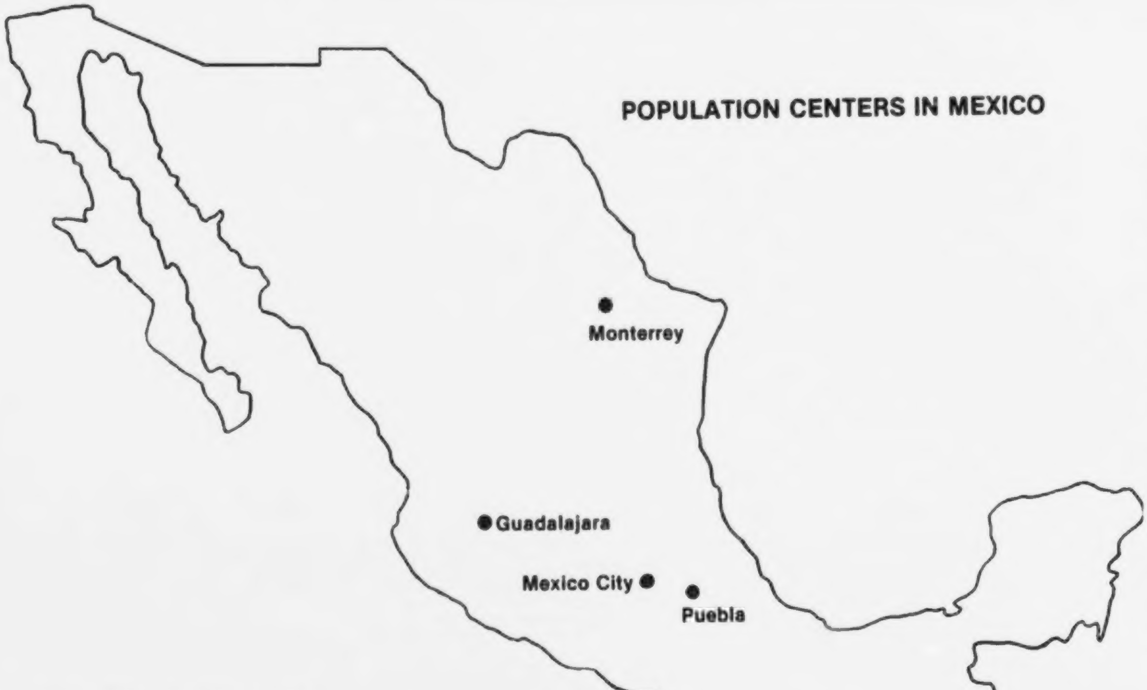
TO THE STUDENT:

You have gotten a job as a population detective. Your task is to identify at least two reasons for the location of each city on the population map of Mexico. To do this you will also need to examine the physical map, the ecosystem map, and the industrial map of Mexico.

Consider the following as you figure out why large Mexican cities developed in certain areas:

- nearness to good harbors
- natural resources
- nearness to good farmland
- locations where rivers join or enter the sea
- higher altitude, which makes the climate cooler

In the spaces on the next page, write two reasons for the location of each of the four largest Mexican cities.



POPULATION CENTERS IN MEXICO

Mexico City, 18 million people
Guadalajara, 3 to 4 million
Monterrey, 2 to 3 million
Puebla, 1½ million

All maps in this worksheet adapted from Global Perspectives in Education, Inc.

1. Mexico City, 18 million people. Reasons for its location:

   A. ____

   B. ____

2. Guadalajara, 3 to 4 million people. Reasons for its location:

   A. ____

   B. ____

3. Monterrey, 2 to 3 million people. Reasons for its location:

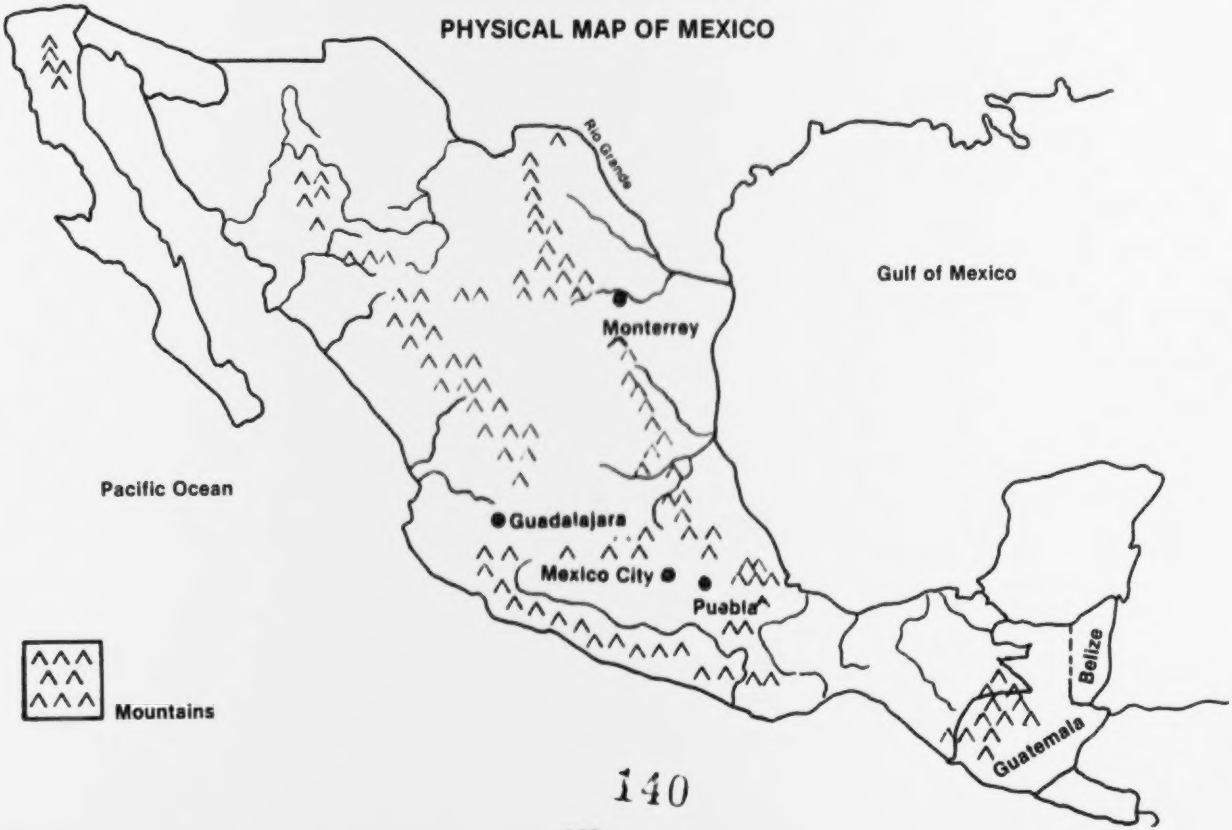
   A. ____

   B. ____

4. Puebla, 1 1/2 million people. Reasons for its location:

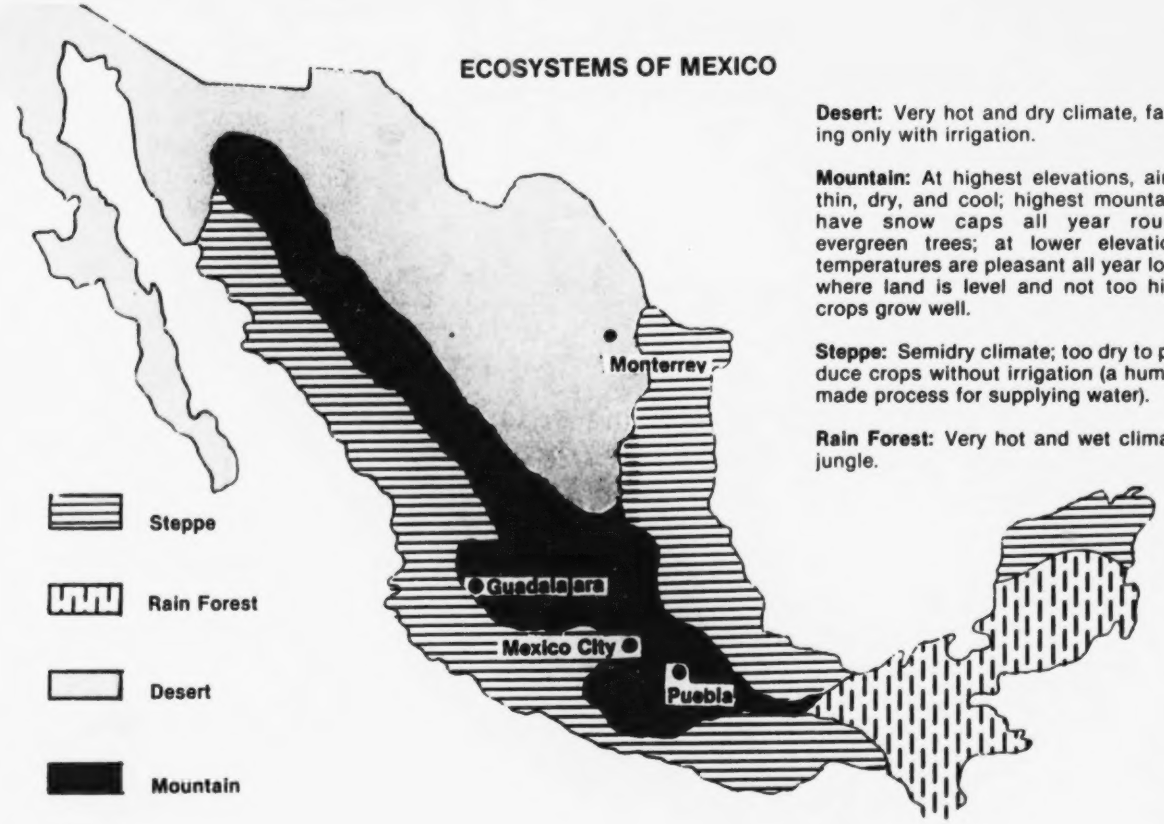
   A. ____

   B. ____


PHYSICAL MAP OF MEXICO

Rio Grande
Gulf of Mexico
Monterrey
Pacific Ocean
Guadalajara
Mexico City
Puebla
Belize
Guatemala
^^^ Mountains

ECOSYSTEMS OF MEXICO


Monterrey
Guadalajara
Mexico City
Puebla
▤ Steppe
▥ Rain Forest
☐ Desert
■ Mountain

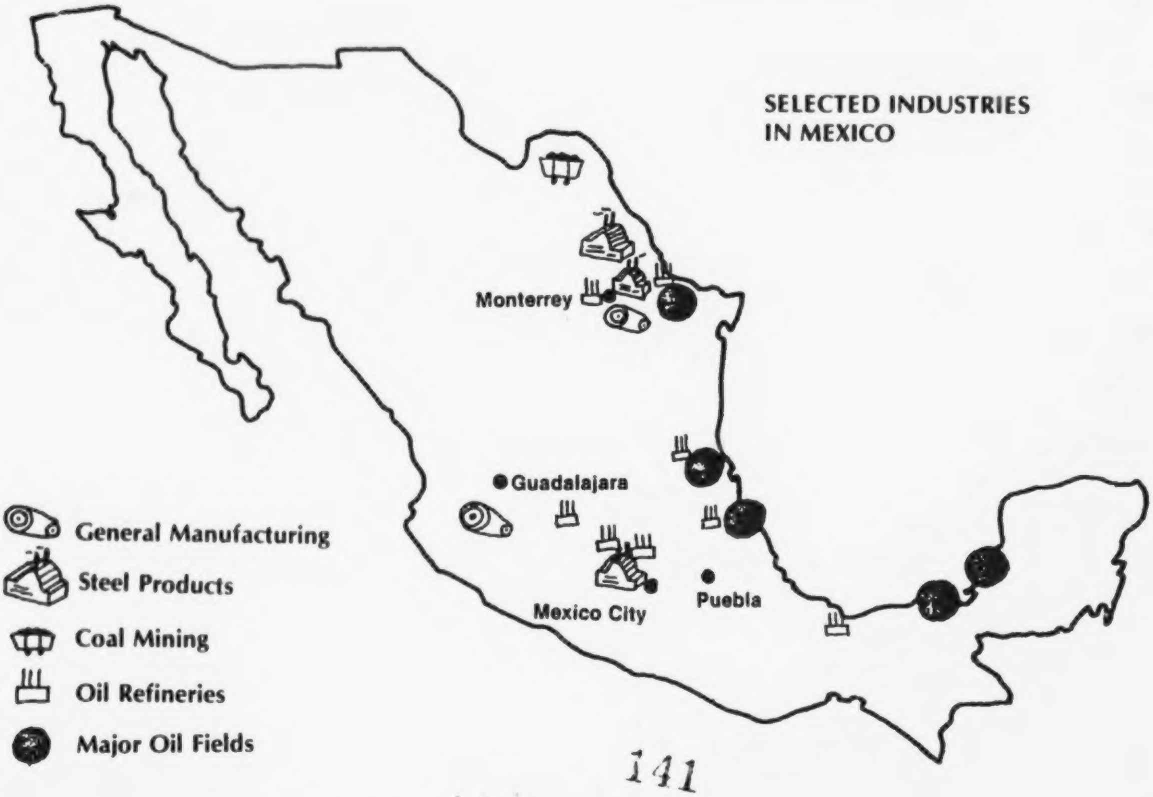
Desert: Very hot and dry climate, farming only with irrigation.

Mountain: At highest elevations, air is thin, dry, and cool; highest mountains have snow caps all year round, evergreen trees; at lower elevations temperatures are pleasant all year long; where land is level and not too high, crops grow well.

Steppe: Semidry climate; too dry to produce crops without irrigation (a human-made process for supplying water).

Rain Forest: Very hot and wet climate; jungle.

SELECTED INDUSTRIES IN MEXICO


Monterrey
Guadalajara
Mexico City
Puebla
General Manufacturing
Steel Products
Coal Mining
Oil Refineries
Major Oil Fields

TO THE STUDENT:

These photographs show areas in Mexico. (1) Match each photograph to the ecosystem it represents. (2) Write the name of the ecosystem under its photo. (Hint: You will find two photos of Mexico's mountain ecosystem. One is of the highest elevations, and the other is of the flat, high plateau.)

Forest in the southern Gulf Coastal Plain.

Ecosystem:

____

Desert and coastal road in Baja California.

Ecosystem:

____

Farmland in Central Mexico.

Ecosystem:

____

(Left) Carl Frank — Photo Researchers, (center) Western Ways Photo by Charles W. Herbert-DeWys, (right) Carl Frank — Photo Researchers. All reproduced in Larry Cuban and E.H. McCleary, *People of the World: Mexico* (Glenview, IL: Scott, Foresman and Company, 1975), pp. 18, 19.

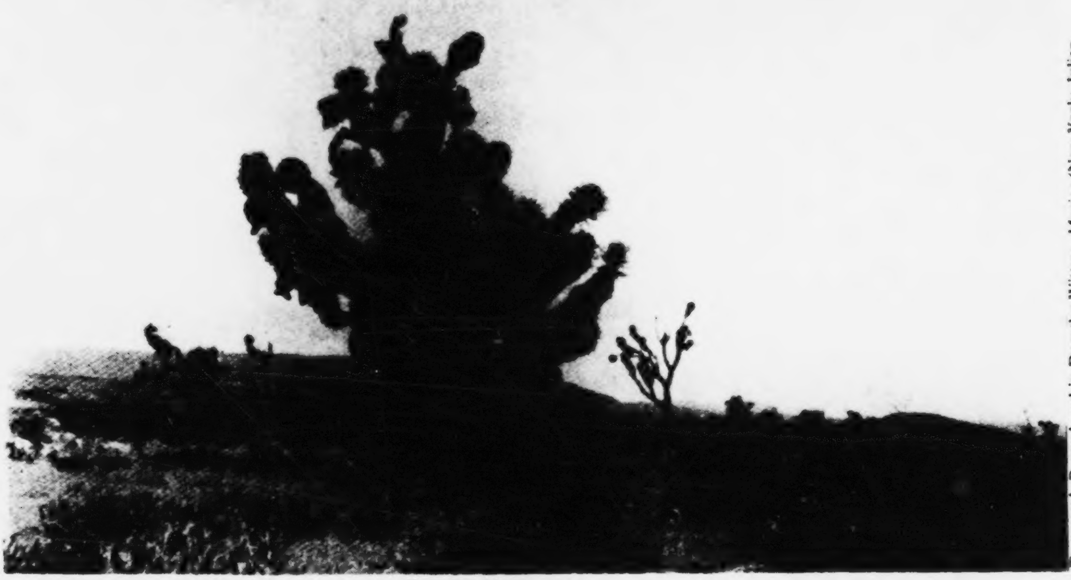
The majestic peak of the volcano Popocatepetl.

Barbara J. Hall, *Mexico in Pictures* (New York: Sterling Publishing Co., Inc., 1978), p. 22.

Ecosystem:

____

Scenery of northern Mexico.



Townsend. Reproduced in Dorothy Witton, *Mexico* (New York: Julian Messner, 1969), p. 17.

Ecosystem:

____

STRATEGY 3

Mexico is often thought of as being a rural society. In the past, this image was valid. During this century, however, industrial development has fueled massive migration to the cities. Between 1930 and 1960, the growth rate of Mexico's rural population remained stable at 1.5 percent; but the urban growth rate jumped from 2 percent to almost 5 percent. Despite the efforts of the government to stem this tide, urban migration continues. According to World Bank statistics, about 60 percent of the population now live in urban areas. Mexico City alone has a population of 17 million. Projections for its population by the year 2000 range from 23 million to 35 million. Thus, the environment of most Mexican children is an urban one.

Concepts

- Environment
- Ecosystems
- Culture
- Empathy

Understandings

- People are affected by their physical environment as they attempt to fulfill basic needs.
- The changes people make in their ecosystem sometimes upset the ecological balance.
- Human beings around the world have similar experiences and concerns.

Content Objectives: Students will be able to:

- Describe what Mexican children like and dislike about their environment.

Skills Objectives: Students will be able to:

- Compare the responses of Mexican children to their environment with their own experiences. (comparing and contrasting)

Springboard to the Activity

- Ask the students what they like and dislike about living in New York City. Chart their responses on the chalkboard as follows:

Things New York City children like about their environment	Things about their environment New York City children do not like
1. ______________________	1. ______________________
2. ______________________	2. ______________________
3. ______________________	3. ______________________

- Tell the students that today they will read essays and a poem written by Mexican students (one from the country and two from the city) describing what they most like and dislike about their environments.

Word Warm-up: pollution, spew, haze, smog, spacious, wither

- Put the following lists on the chalkboard, and have students number a piece of paper from 1 to 5. Ask the class to think about which word in each list does not belong. Do list 1 together as a model. Read the words aloud as the students follow along. Ask, "Which one doesn't belong? Why?" Then have students do numbers 2-5 independently, recording their responses on the numbered slip of paper. Students collect the slips and tally the results. Then ask the counters to check the results with the dictionary, and share the findings.

1	2	3	4	5
pollute	spew	haze	wither	spacious
clean up	spit out	cloud	die	open
dirty	swallow	film	grow	large
spoil	throw up	smog	shrivel up	roomy
mess up	vomit	glass	dry up	cramped

(These words don't belong: 1--clean up, 2--swallow, 3--glass, 4--grow, and 5--cramped.) Then ask students to determine the relationship among the remaining words in each list (they are all synonyms). Have students give each list a name or title.

Development

- Distribute Worksheet A-3, "Protecting the Environment." Read aloud, or have a student read aloud, the poem and essays. Point out the words which were just studied in the Word Warm-Up. Complete the chart on the chalkboard with the class.

- Have students explain their answers to the following questions:
  - What did the Mexican children like most about their environment? (the trees, the rain, the flowers, the shopping centers, the Latin American Tower.)
  - What environmental problems worried them? (Deforestation, air and water pollution, littering.)
  - Which of these readings do you think were written by city children? By country children? Explain. (City children wrote numbers 2 and 3. A country child wrote number 1.)
  - Judging from these three readings, how has the Mexican environment been changing? How would you explain these changes? (Mexico has become more urban--a change that has both positive and negative aspects. The expansion of cities is a worldwide phenomenon which is seen as nations industrialize.)

- How do the concerns of these Mexican children compare with those of American children? (Students should cite many similarities.)

- Do you agree with the third author, who describes the choice between life in the city and life in the country? If you had to make this choice, which environment would you decide to live in? Explain. (Accept any reasonable answers.)

Summary/Application

. Ask students to think about their own surroundings--either the human-made environment of the cities or the natural environment of the countryside. Have students select something in their environment that they strongly like or dislike. Then have them write an essay, story or poem about it.

Suggested Follow-up Activities:

. Have the class design a "My ___________ Is Beautiful" campaign. Fill in the blank with school, city or whatever you think appropriate. Encourage students to think of ways to discourage people from littering or abusing the environment in other ways. Why do they think people litter or abuse their environment in the first place?

. Have the class decide on a list of the environmental characteristics they want to investigate about some of the world's largest cities (for example, Mexico City, New York, Tokyo, Paris, Calcutta or Bombay). Then have students do the research. When the research has been completed, design a bulletin board display that compares the information collected.

Protecting the Environment

TO THE STUDENT:

In the following essays and poem, Mexican school children describe how they feel about their environment. Some of the children are from the country, and some are from the city.

Read what they say carefully. Then fill out the chart which follows.

Reading 1

Love and worship the trees, do not cut them down. Trees are necessary; forests are necessary; without those green coats, nations are not healthy.

I like all of Mexico, but most of all the rain, because it washes all of the trees.

Reading 2

My poor city is in trouble
And I can't find the solution.
Everything will be destroyed
On account of all this pollution.

The smog in the morning covers the sun
And won't even let it shine.
The trucks and the buses are spewing their
Fumes all over this city of mine.

People are throwing garbage
On each and every street.
There's junk all over the sidewalks;
No one keeps them neat.

The flowers are starting to wither;
The smog is making them cry.
We can no longer smell their perfume,
Everything soon will die.

The streams have run out of water,
They're filled with the waste of the city.
All the fish have long been killed,
And nothing much is pretty.

All readings in this worksheet adapted from *Mexico As Seen by Her Children,* Robert B. Goodman, ed. (The National Foundation for the Improvement of Education, 1981). Reproduced by Global Perspectives in Education, Inc.

Reading 3

My city is pretty. I like its big, spacious beauty. It has many industries where many people work, because it has the most important factories.

I like my city because there are lots of places to have fun, and it also has big shopping centers where you can buy things at a good price. And that's the way I see Mexico, and I like it a lot.

We have the Latin American Tower, and from the top of it you can see part of our city but not very well because of the smog. In spite of everything, I prefer to live in a city filled with smog than in a small town where there is no water.

When I lived in a small town, at night everything was dark and in the distance we saw lights. They were the lightbulbs of the city.

The capital's 44-story Latin-American Tower, its tallest building

Lila Perl, *Mexico: Crucible of the Americas* (New York: William Morrow and Company, 1978), p. 130.

TO THE STUDENT:

Use Readings 1, 2, and 3 to complete the following chart.

Things Mexican Children Like About Their Environment	Things About Their Environment That Make Mexican Children Unhappy

STRATEGY 4

One of Mexico's most serious environmental problems continues to be a lack of arable land to feed its population adequately. The soil on the Central Plateau is generally good, and large, prosperous farms near Mexico City employ modern machinery and the newest seed strains and fertilizers to grow corn, wheat and cotton in large irrigated fields. However, millions of peasant farms on this same plateau continue to provide only the barest of livings for their owners. Mexico's peasants still farm as their ancestors did centuries ago. Their wooden plows are pulled by oxen or donkeys. They poke holes in the soil for planting corn. They also grow some beans, squash, and chilis. They rarely have food to sell, but they do not seem eager to change the old ways.

Concepts

- Environment
- Culture
- Empathy
- Scarcity

Understandings

- People are influenced by their physical environment as they attempt to meet their basic needs.
- Individuals and groups attempt to satisfy their basic needs and wants by utilizing scarce resources.
- The culture in which people live influences their opportunities for personal growth and development.
- Human beings around the world have similar experiences and concerns.

Content Objectives: Students will be able to:

- Describe the nature of the food problem facing Mexico's peasant population.
- Identify geographic and cultural barriers to increasing food production.

Skills Objectives: Students will be able to:

- Identify causes and effects in a reading selection about a poor Mexican family. (identifying causes and effects)
- Interpret graphs comparing arable land and calorie intake in Mexico and in the United States. (interpreting graphs)

Springboard to the Activity

- Ask students what they ate for supper the previous evening. After several students report on the amounts and variety of food consumed, tell students that people in the United States are, on the average, among the best fed people in the world. Ask students to hypothesize (make educated guesses) as to why this is so. (Students should mention the abundance of food grown in the U.S.; fertile farmland; temperate climate; modern, scientific methods of agriculture.)

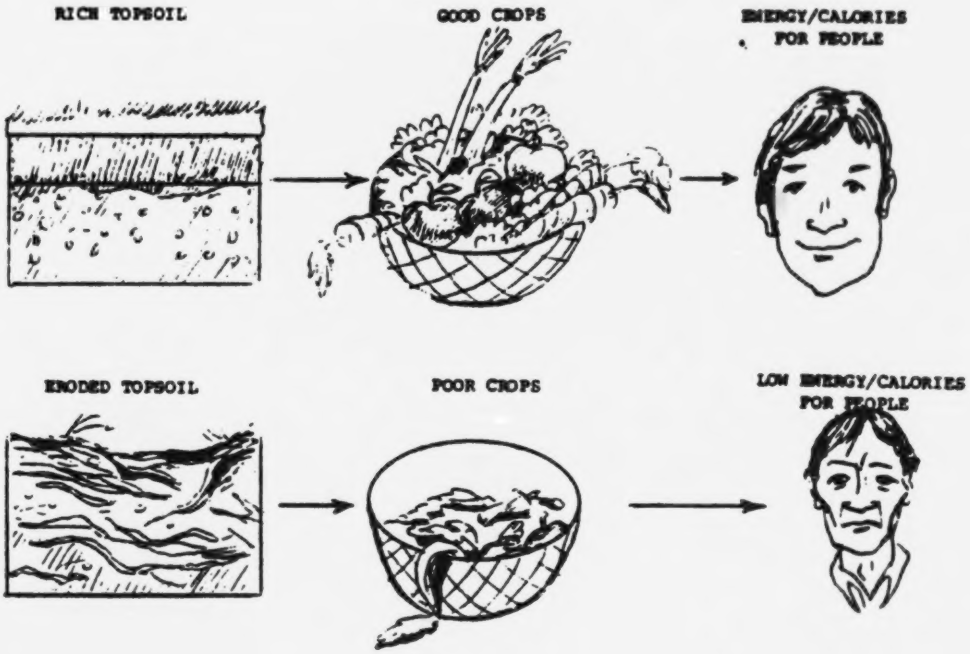
- Tell students that in Mexico millions of people barely eat enough to survive. Today they will read about a Mexican family and examine why its members have so little to eat.

Word Warm-up: calorie, topsoil, erosion

- If there are Spanish-speaking students in the class, ask one to say "It is warm" in Spanish. Write the phrase "Hace calor" on the chalkboard. Point out that the word for warmth in Spanish has come into English as calorie, meaning the amount of food necessary to produce a certain amount of heat energy. Americans often get more food calories than they need (hence calorie-cutting). In some countries, people don't get enough calories to keep up moderate energy.

- To grow good food, farmers need good soil. The top layer of soil is the best soil for growing food. This soil is called topsoil, and it must be preserved. Farmers have learned many ways of preserving topsoil--by changing their crops every year, by letting some fields rest, by using fertilizers. However, without proper care, good topsoil will be washed away. We call this process erosion.

- Draw the diagram below on the chalkboard and ask volunteers to explain the relationship of topsoil to calories. Ask them what conclusions they can draw or make after examining the diagram.



Development

- Distribute Worksheet A-4A, "A Mexican Environmental Problem." Have students read it and explain their answers to the following questions:
  - What problems face the Martinez family of Azteca? (They struggle to make a living farming on mountainous land where the crop yield is low. They are in debt. There is not enough to eat.)
  - What special geographic conditions make it hard for Mexican peasants to farm? How are these geographic factors related to Mexico's ecosystems? (Land on the Central Plateau is hilly; soil is continually eroding. The plateau is located in Mexico's mountain ecosystem.)
  - Remember that culture is a people's way of doing things. Did you notice any cultural traditions that stand in the way of increasing food production? (Peasants continue to use traditional methods and tools, like the ancient coa used by Pedro.)

Summary/Application

- Have students roleplay members of the Martinez family at home the evening that the story takes place. Esperanza has not found a way to get food for the family, and the family must decide what to do next.
- Have students write one of the following letters:
  - The youngest Martinez son at school writes to an American pen pal describing his life on the Mesa Central.
  - Pedro Martinez writes to the President of Mexico describing his difficulties and asking for help.
  - Esperanza Martinez writes to a friend explaining why she is thinking about selling her wedding ring.
- Distribute Worksheet A-4B, "Farm Land and Food Compared: Mexico and the United States." Examine both graphs with the class. Ask students to state what they see in each graph. How is "farmland" represented in Graph 1? How are "calories" shown in Graph 2? Remind students that the amount of calories available each day to a person indicates the supply of food available to him or her.
- Have students complete the exercise as directed on the worksheet. Review their responses and then have students explain their answers to the following questions:
  - How does the number of acres of good farm land per Mexican compare with the number of acres per American? (The United States has about 2 1/2 times more acres of good farmland per person than Mexico has.)
  - How does the daily supply of calories per Mexican compare with the daily supply per American? (The daily supply per American is about 900 calories more than the daily supply per Mexican.)

- How does Graph 1 help explain Graph 2? (The less fertile the farmland, the lower the food supply.)

- What does the information about Mexico on these graphs tell you about the problems facing Pedro Martinez and his family, described on Worksheet A-4A? (The Martinez family's land is not fertile enough to supply their food needs.)

Suggested Follow-up Activities

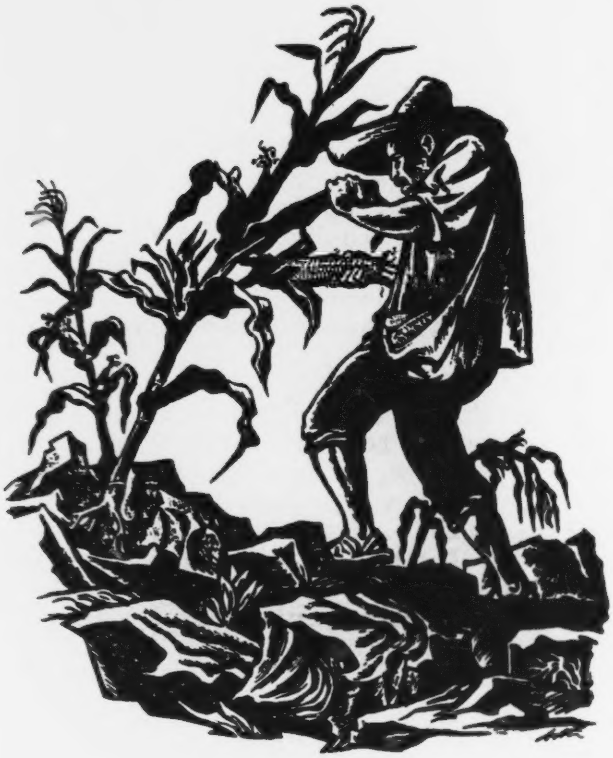
- Ask students what solutions they see for Mexico's food problem. Can Mexico meet all its food needs? Have students pretend to be the President of Mexico and write a short speech explaining the steps they would take to meet their country's food needs. Have a few students deliver their speeches.

A Mexican Environmental Problem

TO THE STUDENT:

Pedro Martinez is a farmer who lives with his family in Azteca, Mexico. Azteca is a village about 60 miles from Mexico City. The following reading describes the difficulties that Pedro Martinez has in trying to feed his family in Azteca. What are these difficulties?

Pedro and his youngest son, Ricardo, were headed for the mountain slope cornfield. They had cleared it the year before. This was ejido. Ejido is land belonging to the village. Anyone could work it. New clearings had to be made every two years, for heavy rains washed the rich topsoil away. To get new fields Pedro and his sons burned the brush and weeds. They cut down young trees and built new stone fences. The boys worked well. They had the largest mountain clearing in Azteca, their village. But the crops could supply enough corn and beans for only three or four months. So Pedro had to try other ways of earning a living as well--making rope, selling plums, hiring out his sons as farmhands.



Felipe and Marin, Pedro's oldest sons, were on their way to Don Porfirio's fields. They were working there as peons. Peons are laborers. These fields were located on fairly level ground. They were farmed by plow instead of by the ancient coa, or hoe, which Pedro used on his mountain strip.

Pedro couldn't remember a time when he hadn't been in debt. For Pedro, as for most of the villagers of Azteca, getting enough money for food and clothing from one harvest to another was the all-important problem. It was never solved. At best Pedro, his wife, whose name was Esperanza, and his sons earned 2400 pesos a year ($192).

When her husband and older sons had gone, Esperanza looked over the day's food supply. There was only a little corn dough left. This was barely enough for the two younger boys, who were still asleep. There was also some chile, cinnamon, sugar, and salt. There was no money to buy more food. Where could Esperanza borrow now? What small thing could she sell? These were questions that faced Esperanza nearly every day.

Text adapted from *Five Families*, by Oscar Lewis, copyright © 1959 by Basic Books, Inc., Publishers. Reprinted by permission of the publisher; artwork from *Pedro Martinez: A Mexican Peasant and His Family*, by Oscar Lewis, illustrated by Alberto Beltran (New York: Random House, Inc.).

TO THE STUDENT:

In each of the following sentence pairs, one sentence is a cause and one sentence is its effect. Mark each cause C and each effect E.

1. _____ a. New clearings on the ejido land had to be made every two years.

   _____ b. Heavy rains washed the rich topsoil away.

2. _____ a. The Martinez family's crops could supply enough corn and beans for only three or four months.

   _____ b. In addition to farming, Pedro had to try other ways to make a living.

3. _____ a. Pedro could not remember a time when he hadn't been in debt.

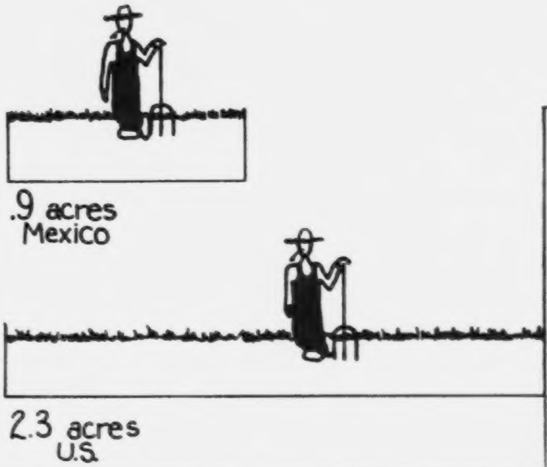
   _____ b. At best, Pedro and his family earned 2400 pesos a year ($192).

4. _____ a. Esperanza Martinez worried nearly every day about how she would feed her family.

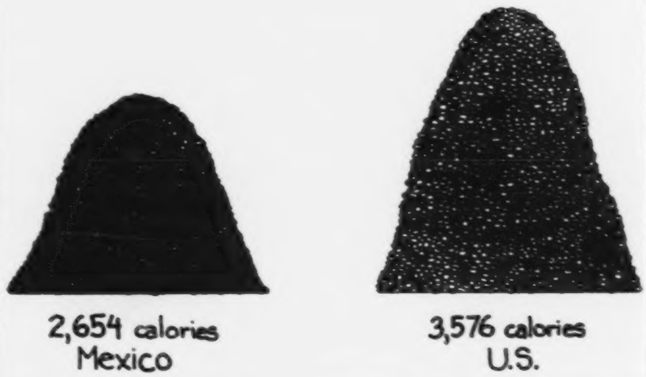
   _____ b. There was barely enough food, and there was no money to buy more.

Farmland and Food Compared: Mexico and the United States

1. Good Farmland per Person



2. Daily Supply of Calories in Food Produced per Person (1977)



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TO THE STUDENT:

Study the two graphs above. Use the graphs to help you answer the following questions.

1. In which country are there 2.3 acres of good farmland per person? ______
2. In Mexico, how many acres of good farmland are there per person? ______
3. In the U.S., how many calories are available each day per person? ______
4. Which country has less food each day per person?

______

5. In this space, write a one-sentence summary of the information shown in the graphs. ______

______

Subtheme B *Past and Present*

LEARNING ACTIVITY

RATIONALE

As well as overcoming its barriers of geography, Mexico has had to overcome its barriers of heritage. Tyranny did not leave with the Spanish in 1821. The struggle for freedom and equality continues to the present day.

When the Spanish conquistadors arrived in Mexico in 1520, they were met by the Aztecs, a people whose highly developed civilization had been flourishing for at least two centuries in most of central and southern Mexico. Although greatly outnumbering the invaders, the Aztecs were no match for the Spanish with their horses, guns and cannons.

The Spanish conquest had a profound effect on the people of Mexico. Colonists came from Spain bringing with them their form of government, language, religion and economic policies. The Indians were forced to accept Spanish ways and to do most of the hard work on Spanish-owned haciendas. The end of this colonial relationship was not signaled until September 10, 1810, when the Creole priest Father Miguel Hidalgo issued his Grito de Dolores, beginning the fight for freedom which finally ended in 1821 with an independent Mexican state.

For the Mexican masses, however, political independence did not mean freedom from exploitation. Families who had gained wealth and power under the Spanish still controlled the government; dictatorships were established and toppled in one military struggle after another. The peons, or landless farm workers, continued to struggle for the necessities of life. A bright spot during this period was the presidency of Benito Juarez (1857-1872), in which constitutional reforms, such as nationalization of Church lands and land distribution, were initiated. However, many of these reforms were lost after Juarez's death, and a period of despotism began in 1876 under Porfirio Diaz, which kept Mexico in a feudal-like order for 35 years. During this time Mexico also faced imperial demands from both Europeans and North Americans. The French, under the Emperor Maximilian, attempted to reestablish a colonial foothold in the New World. The United States eyed Mexico's western territories, sought expanding markets and raw materials, and often intervened in Mexico's domestic affairs.

The Revolution of 1910-1920, which was sparked by the efforts of Diaz to modernize Mexico at the expense of the Indian majority, resulted in 1 million lives lost. A constitution was issued in 1917. In principle, it established political, economic and social rights for all Mexicans. Land distribution, however, so necessary if economic freedom was to have any meaning for the Mexican masses, was slow. The ejido program, an effort begun in the 1930s to give peasants communal ownership of the land, remained controversial. The Mexican government's efforts after World War II to improve agriculture greatly increased productivity on the big commercial farms and on a few ejidos. But for most campesinos life continued to be filled with hard work and little reward--a situation which today drives many of them legally and illegally across the border into the United States.

STRATEGY 1

It is now generally agreed that the ancestors of both the North and South American Indians migrated from Asia before the last Ice Age.

Concepts

. Environment

Understandings

. People are affected by their physical environment as they attempt to fulfill basic needs.

Content Objectives: Students will be able to:

. Explain why the earliest Americans migrated to the Americas.

Skills Objectives: Students will be able to:

. Locate the sites of three great ancient Mexican civilizations--the Mayan, Olmec and Aztec. (using map skills)
. Define vocabulary using context clues. (defining vocabulary from context)
. Recognize the main idea of a reading selection and the supporting ideas. (recognizing the main idea and supporting details)

Springboard to the Activity

. Have students close their eyes and imagine that a disaster has struck New York City, leaving its residents completely without food. Have them imagine what a day without food would be like. Two days. A week.

. Ask students what they think their families would do in the face of such a disaster. Would they pick up and move to a part of the country where there was food? Would they move to an unknown area?

. Tell students that the first people who settled in both North and South America moved into those lands in search of food. Today the class will read about those first Americans and trace the route they took.

Word Warm-up: hemisphere, continent, strait, plateau

. Using a wall map of the Western Hemisphere, review these geographical terms by pointing to examples:

continent
peninsula
isthmus
ocean
coastline
strait
island
plateau
gulf
hemisphere

- Distribute the following quiz. Have students match each word in Column A to a phrase in Column B and write the answer in the space next to Column A.

Column A		Column B
_____ 1.	continent	a. a piece of land surrounded on three sides by water
_____ 2.	strait	b. a body of land completely surrounded by water
_____ 3.	peninsula	c. a flat high piece of land
_____ 4.	island	d. a large bay
_____ 5.	isthmus	e. a large body of salt water
_____ 6.	plateau	f. the edge of a large body of land on the ocean
_____ 7.	gulf	g. a narrow piece of land connecting two larger bodies of land
_____ 8.	ocean	h. half of the earth
_____ 9.	coastline	i. a narrow body of water connecting two larger bodies of water
_____10.	hemisphere	j. a large mass of land, such as Africa

- Ask students to correct their own papers as you read the letters of the correct answers. (The answers are: 1--j, 2--i, 3--a, 4--b, 5--g, 6--c, 7--d, 8--e, 9--f, 10--h.) Reinforce the exercise by asking individuals to come up and point to an example of each term on the map while describing it from memory.

Development

- Distribute Worksheet B-1, "Title: _______________." Have students read the selection and, with a partner, trace the route taken by native Americans from Asia to the tip of South America. Make sure students understand the terms B.C. and A.D. (18,000 B.C. was really 20,000 years ago).

- Construct on the chalkboard with students a timeline of "Early Civilizations in the Western Hemisphere." Have students plot the dates shown on the worksheet map and the periods of the major civilizations.

- Have pairs of students complete Exercise 1 on the worksheet. Review their responses. Have students defend their choice of a title for the reading selection. Ask them which of the title choices given is too big (general) to be an appropriate title? Which is too small (specific)? Which is just right?

- Have students, again working in pairs, complete Exercise 2, a vocabulary exercise which points to the importance of obtaining the meaning of words from their context. Review their responses.

- Finally, have students explain their answers to the following questions:

  - What does this reading selection tell us about the earliest Americans? (Accept all responses related to the who, what, when, where and why of the story.)

- Why did Asians come to America during the Ice Age? (They came in search of their food supply.)

- Why did these early Americans continue to move south after they reached North America? (As the climate turned colder, the animals moved south and the people followed.)

- Why do you suppose North and South America are called the continents of immigrants? (As this selection shows, immigration characterizes North and South American history back to earliest times.)

- Which three early civilizations developed in what is today Mexico? (The Olmecs, the Aztecs and the Maya.)

Summary/Application

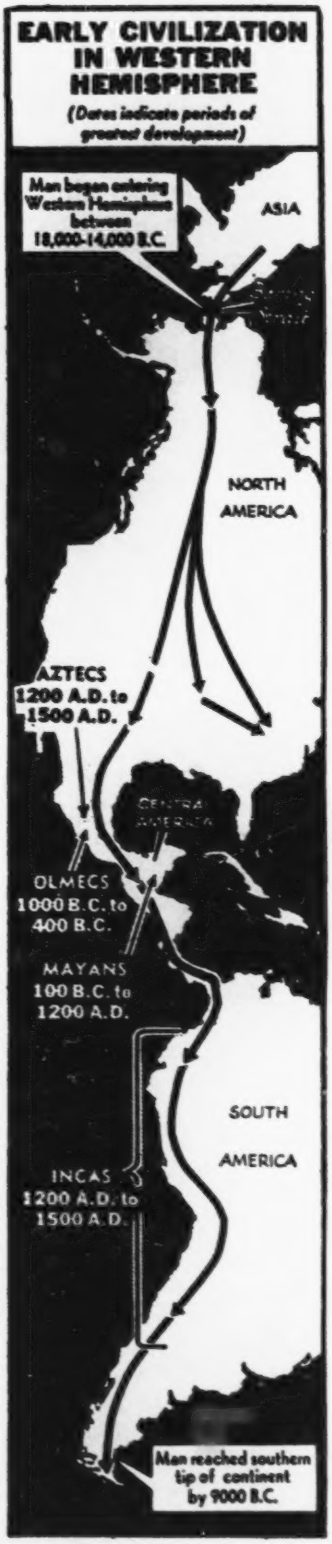
- Have students use Tyrone's notecards, which are now in order and have a title, to write out a summary of the reading selection on a separate piece of paper.

- Tell students, "When we sent astronauts to the moon, one of their tasks was to explore the area where they landed. What do you think they were looking for? The jungle of the upper Amazon River is being explored right now. Why would people explore this area?"

- Ask students, "Why do people today explore unknown areas?" How do their reasons for exploring the unknown compare with the reasons of the earliest Americans? Chart students' responses on the chalkboard as follows:

Reasons People Today Explore the Unknown	Reasons the Earliest Americans Explored the Unknown

Title: ______________________________


EARLY CIVILIZATION IN WESTERN HEMISPHERE
(Dates indicate periods of greatest development)
Man began entering Western Hemisphere between 18,000-14,000 B.C.
ASIA
NORTH AMERICA
AZTECS 1200 A.D. to 1500 A.D.
CENTRAL AMERICA
OLMECS 1000 B.C. to 400 B.C.
MAYANS 100 B.C. to 1200 A.D.
SOUTH AMERICA
INCAS 1200 A.D. to 1500 A.D.
Man reached southern tip of continent by 9000 B.C.

TO THE STUDENT:

Read the following paragraphs. What do you think would be a good title for this passage? Write this on the line provided.

1. Did you know that the Indians' name comes from a case of mistaken identity? When Christopher Columbus landed in the New World, he thought he had reached India. So he called the people he met "indios" or Indians. The name stuck.

2. But from where did these native Americans come? The map on this worksheet will help you answer this question. Look at the top of the map. You will see a narrow body of water, 56 miles across, which separates Asia from North America. It is called the Bering Strait. Scientists think that 20,000 years ago this strait did not exist. Instead there was a land bridge between the two continents.

3. Then around 18,000 B.C., the ancestors of the native Americans began to cross from Asia into North America. These nomadic, or wandering, people had no idea of exploring a new continent. They were simply chasing the herds of bison and musk-oxen which were their source of food.

4. At the time of the crossing, the New Ice Age was beginning. Over thousands of years the climate became colder. As the animals moved farther and farther south to avoid the cold, so did the hunters. The nomads spread out from Alaska to present-day Canada. While some built settlements there, others moved even further south into what is now the United States, Mexico, and Central and South America.

5. By the year 9,000 B.C., some of the nomads had reached the tip of South America. While these people were wandering they learned little about planting. They survived by hunting and gathering wild plants.

6. When these nomads, or wanderers, settled down in various places, however, they began to develop more complicated civilizations. The Aztecs, who settled on the plateau of Mexico, were one such civilization.

EXERCISE 1

TO THE STUDENT:

1. When you are reading new material it is helpful to list the main ideas. Tyrone read the paragraphs that begin this worksheet. He wrote the main idea of each paragraph on a separate notecard. Then he put the cards in order so that he could write a summary of the passage.

2. His sister Loretta accidentally knocked the notecards on the floor. When she picked them up they were out of order.

3. Help Loretta put the cards in the proper order. Put the number 1 on the statement that tells the main idea of the first paragraph, number 2 on the statement that tells the main idea of the second paragraph, and so on, until you have numbered all the cards.

___ Nomads crossed the strait from Siberia to what is now Alaska.

___ One group, the Aztecs, developed a civilization in the Central Valley of Mexico.

___ As the climate became colder, the hunters moved further south.

___ Eighteen thousand years ago, the Bering Strait didn't exist. Instead there was a land bridge between Asia and North America.

___ Title Card

___ By 9000 B.C. some nomads had reached the tip of South America.

___ Columbus thought he was in India, so he called the native Americans Indians.

If you were Tyrone, what title would you give your summary? Choose one of the following and write it on the title card.

"Columbus and the Indians"
"North America"
"The Origins of the First Americans"
"The Aztecs"

Now your notecards are in order and you have a title. On a separate sheet of paper write out a summary of the reading selection.

EXERCISE 2

TO THE STUDENT:

Each of the sentences below has an underlined word. Below each sentence are two possible meanings of the underlined word. Circle the letter in front of the meaning that fits the underlined word as it is used in the sentence.

1. Did you know that the Indians' name comes from a case of mistaken identity?

   a. a place to show things
   b. an example

2. Instead there was a land bridge between two continents.

   a. the ridge of the nose
   b. something that allows you to cross a body of water

3. By the year 9000 B.C., some of the nomads had reached the tip of South America.

   a. pointed end
   b. a small gift of money

4. The nomads survived by hunting and gathering wild plants.

   a. uncivilized
   b. grown without cultivation

5. The Aztecs, who settled on the plateau of Mexico, were one such civilization.

   a. decided or agreed upon
   b. moved into and lived

STRATEGY 2

The Aztecs arose as a nomadic and warlike people in the north of Mexico some time around 1100 A.D. and then migrated to the Central Plateau. Through military victories, they were able to carve out the most extensive empire thus far in the region. At the height of their empire (1200 to 1500 A.D.), the Aztec system embraced most of central and southern Mexico except for the regions controlled by the Maya.

Concepts

- Culture

Understandings

- The culture in which people live influences their opportunities for personal growth and development.
- The artistic and recreational activities of people are a reflection of their values and beliefs.

Content Objectives: Students will be able to:

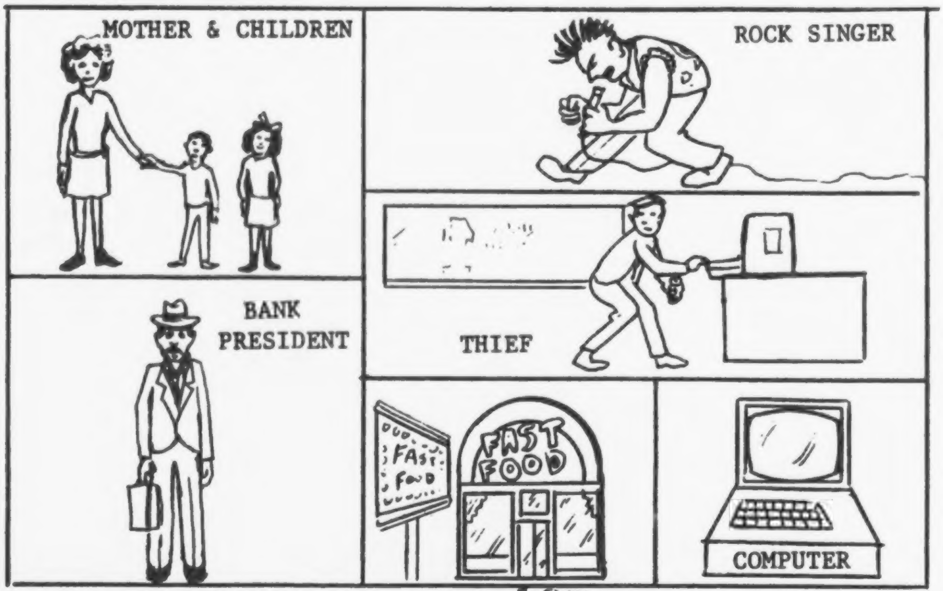
- Describe and evaluate Aztec culture.
- Compare and contrast Aztec and American cultures.

Skills Objectives: Students will be able to:

- Draw valid conclusions about Aztec culture from a wall painting portraying Aztec activities. (drawing valid conclusions)

Springboard to the Activity

- Have students pretend the year is 2050 A.D. and people have just discovered the following pictures painted in the United States in 1984. (Reproduce these on the chalkboard or project them on a screen.)



- Ask students what conclusions they think people would draw about the United States in 1984. Would these conclusions be correct?

- Tell the class that today they will try to draw some reasonable conclusions about one of Mexico's earliest civilizations, the Aztecs, by examining one of their wall paintings drawn centuries ago.

Word Warm-up: metalworker, featherworker, vagabond

- Write these sentences on the board and ask students to finish them:

  - A person who farms is called a ______________________________

  - A person who juggles is called a ______________________________

  - A person who paints is called a ______________________________

  - A person who performs is called a ______________________________

- Ask students:

  - What is a metalworker? A featherworker? (A person who works with metal, a person who works with feathers.)

  - What letters in each word signal "a person who"? (-er, -or)

- Tell students that there are other ways to describe habits or occupations in English. Note exceptions, such as musician, vagabond, thief. Ask students to define these three words. (They may have difficulty with vagabond; define it as a homeless person, a wanderer, a hobo.)

Development

- Distribute Worksheet B-2, "Aztec Culture." Have pairs of students examine the pictures and complete the exercise. Review their responses and then have students explain their answers to the following questions:

  - What were some of the occupations of the Aztecs? (Metalworker, stonecarver, etc.)

  - How did the Aztecs dress? (The men wore tunics, cloaks, etc.)

  - What were some of the problems in Aztec society? (Drunkenness, stealing, gambling.)

  - Why do you think a noose was placed in the lower right-hand corner of the painting? For whom might the noose be intended? What does this tell you about punishment in Aztec culture? (Harsh punishment was dealt out to the criminal.)

  - Do the pictures suggest that all people were equal in Aztec society? Explain. (Aztec society was a class society as suggested by the picture of the overseer and the farmers.)

- There are no women or girls shown in this wall painting. What does this suggest about the Aztec way of life? (Women held an inferior position in Aztec society.)

- What conclusions can you draw about Aztec culture from the types of activities shown on this wall painting? (Accept all statements that can be reasonably made based on the wall painting.)

- Is examining an Aztec wall painting a good way to find out about these ancient people? What are the limitations of using this method?

Summary/Application

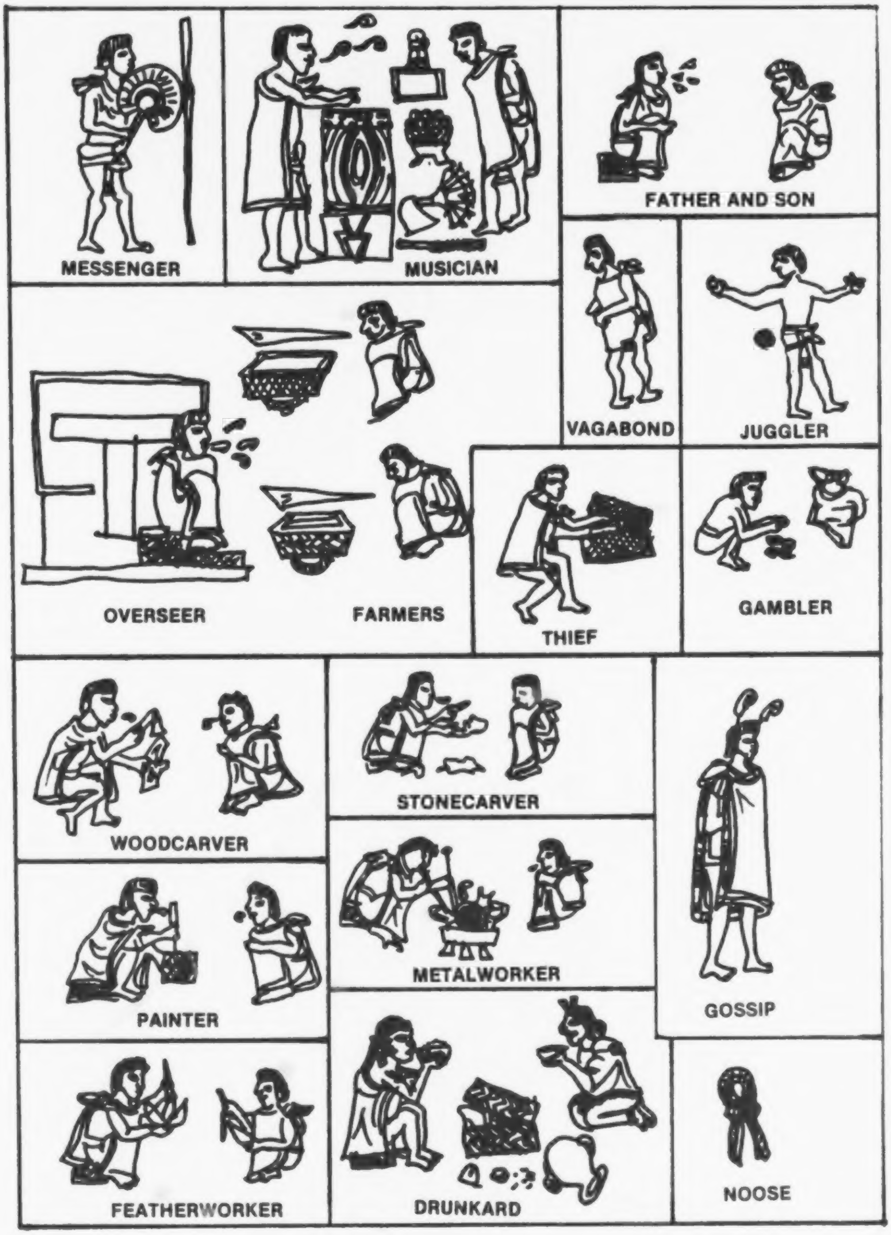
. Ask student to list ways that Aztec culture seems simple and ways it seems advanced, and write students' suggestions on the chalkboard.

. Have students draw their own wall paintings, in the Aztec style, depicting American society today. Display the drawings and ask individual students to explain the likenesses and/or differences between American and Aztec culture suggested by their drawings.

Aztec Culture

TO THE STUDENT:

Below is a wall painting made by the Aztecs of Mexico many centuries ago. Study it to see what clues it gives you about the Aztec way of life.


MESSENGER
MUSICIAN
FATHER AND SON
VAGABOND
JUGGLER
OVERSEER
FARMERS
THIEF
GAMBLER
WOODCARVER
STONECARVER
GOSSIP
METALWORKER
PAINTER
FEATHERWORKER
DRUNKARD
NOOSE

TO THE STUDENT:

The Aztec wall painting can help you make good guesses about life in the Aztec culture. Read each statement below. Put a check (✓) next to each statement you think is a good guess about Aztec life. Be sure that you can find evidence in the painting to back up each statement you check.

_____ 1. Aztecs worked at many different occupations.

_____ 2. Stealing was a problem among the Aztecs.

_____ 3. Aztec men wore clothing very different from that worn by American men today.

_____ 4. Women held important positions in Aztec society.

_____ 5. All people were equal in Aztec society.

_____ 6. Performers, such as jugglers and musicians, entertained the Aztecs.

_____ 7. Arts and crafts were important in Aztec society.

_____ 8. The Aztecs were fine horsemen.

_____ 9. The Aztecs developed an early form of the typewriter.

_____10. Problems, such as gambling and alcoholism, were a part of Aztec society.

STRATEGY 3

The Spanish conquest of Mexico took place in 1520. In that year the army of Hernando de Cortes fought victoriously against the forces of the Aztec emperor, Montezuma. (Despite the enormous advantages of horses and gunpowder, the Aztecs nearly defeated the Spaniards on at least one occasion.) The Spaniards captured the beautiful Aztec capital city, Tenochtitlan, and renamed it Mexico City.

The Spanish conquest had a profound effect on the people of Mexico. Both historic and contemporary reactions to the conquest reveal that impact.

Concepts

- Change
- Cultural diffusion

Understandings

- In the course of time, great civilizations have flourished and declined.
- Historical events have multiple causes and effects.
- Through migration and immigration people of different cultural backgrounds influence one another.

Content Objectives: Students will be able to:

- Explain why the Europeans were able to conquer the Aztec empire.

Skills Objectives: Students will be able to:

- Draw conclusions about the impact on Mexico of the Spanish conquest from both historical and contemporary literature and art. (drawing conclusions)
- Match effects of the Spanish conquest on Mexico to their causes. (identifying causes and effects)

Springboard to the Activity

- Ask students:
  - Imagine that the English and other Europeans never came to America and that American Indians still owned all the land we now call the United States. How would life in New York be different?
  - Would the United States be the same country it is today if England had not conquered and colonized New York, Massachusettes, etc.? Explain.
  - What impact did England have on its colonies? On the native peoples who lived there?
  - Was the impact of the English good? Bad? A mixture of good and bad?

. Tell students:

- Spain conquered Mexico in 1520. Today we will examine the impact that Spain had on Mexico.

Word Warm-up: conquered, conquerors, conquest

Put the following sentences on the chalkboard:

- It is now more than 400 years since the Spanish conquered Mexico.

- Different Mexicans feel differently about their Spanish conquerors.

- The Spanish conquest of Mexico is still an important event to Mexicans today.

. Ask students:

- What do you think conquered, conquerors and conquest mean? [Conquered (verb)--beat by fighting; conquerors (noun)--the people who overcame another people; conquest (noun)--the act of overcoming by force. Have students note the use of the -or and -ed endings.]

- How did you figure out these meanings?

- Has the United States ever conquered another people? Have we ever been conquered?

. Have students use conquered, conqueror and conquest in original sentences.

Development

. Divide the class into four groups. Distribute to each group one of the four "reactions" on Worksheet B-3, "Early and Modern Reactions to the Spanish Conquest of Mexico." Instruct each group to follow the directions on the worksheet corresponding to its reaction.

. Have a representative of each group come to the front of the class and (1) read or briefly describe the group's assigned reaction and (2) explain how that reaction suggests the effect of the Spanish conquest on Mexico. Then have students explain their answers to the following questions:

- How did the Spanish conquest change the way the Aztecs lived? (Their civilization was crushed; their gold taken; they were enslaved and forced to accept Christianity.)

- How does the fact Spain conquered Mexico continue to influence life in Mexico today? (Mexico is a Spanish-speaking nation; its native people are, as a result of Columbus' mistake, called Indians; the misery brought about by years of colonialism and slavery have not yet been overcome; Mestizos make up a large percentage of the Mexican population.)

- Why did the Spanish conquer the Aztecs? (For "gold, God and glory.")

- As an Aztec, how would you have felt about the Spanish conquest? (Accept all reasonable responses.)

- How are the four reactions to the Spanish conquest similar? How are they different? (All four suggest the pain experienced by the native peoples as a result of the Spanish conquest. The media used differ, e.g., poetry, paintings)

- Are poetry, drawings, paintings and essays good ways to express people's feelings about an event? Is one form better than the others? Explain. (Accept all reasonable responses.)

Summary/Application

. Have students research the Spanish view of the conquest of Mexico. Tell them to represent the Spanish point of view in one of the following forms: a poem, a drawing or an essay.

. Have some students write narratives, from an Aztec point of view, about the first encounter with the Spaniards. (Remind them that the Aztecs had never seen European clothing, guns, cannons or horses.) Have the rest of the students describe the first encounter from a Spaniard's point of view. Students can read aloud their descriptions and compare their impressions.

Suggested Follow-up Activities:

. Have students research the modern-day Aztecs to answer the following questions: How many of them still exist? How many speak the Aztec language, Nahuatl? Where do they live? What traditions have they kept?

Early and Modern Reactions to the Spanish Conquest

Reaction 1: An Early Reaction

TO THE STUDENT:

It has been more than 400 years since the Spanish conquered the native peoples of Mexico. It was an important event then, and it is still important today.

While you are reading the following reaction--An Aztec poem--written around the time of the conquest, other students are reading other reactions. Read this poem, answer the questions, and be prepared to discuss it with your classmates.

Just to make sure that you understand this translation of the poem, first check this list of words:

Tlatelolco -- a province of Mexico
warriors -- soldiers
perish -- die
ordained -- ordered
desolate -- very unhappy
mortal -- sure to die
valor -- bravery, courage

Look for these words in the poem. Underline them and write the meanings in the margin.

FLOWERS AND SONGS OF SORROW

Nothing but flowers and songs of sorrow
Are left in Mexico and Tlatelolco,
Where once we saw warriors and wisemen.

We know it is true
That we must perish,
For we are mortal men.
You, the Giver of Life,
You have ordained it.

We wander here and there
In our desolate poverty.
We are mortal men.
We have seen bloodshed and pain
Where once we saw beauty and valor.

We are crushed to the ground;
We lie in ruins.
There is nothing but grief and suffering
In Mexico and Tlatelolco,
Where once we saw beauty and valor.

Have you grown weary of your servants?
Are you angry with your servants,
O Giver of Life?

From *The Broken Spears: The Aztec Account of the Conquest of Mexico*, by Miguel Leon-Portilla. Copyright © 1962 by Beacon Press. Reprinted by permission of Beacon Press.

1. What event is the poet writing about? ____________________

____

How can you tell? ____________________

____

2. What words does the poet use to show the pain of the Aztec defeat? ____________________

____

3. What words does the poet use to describe the Aztec Empire before the Spanish came? ____________________

4. How does the poet explain the Aztecs' humiliating defeat? ____________________

5. To whom is the poet appealing in the poem? ____________________

____

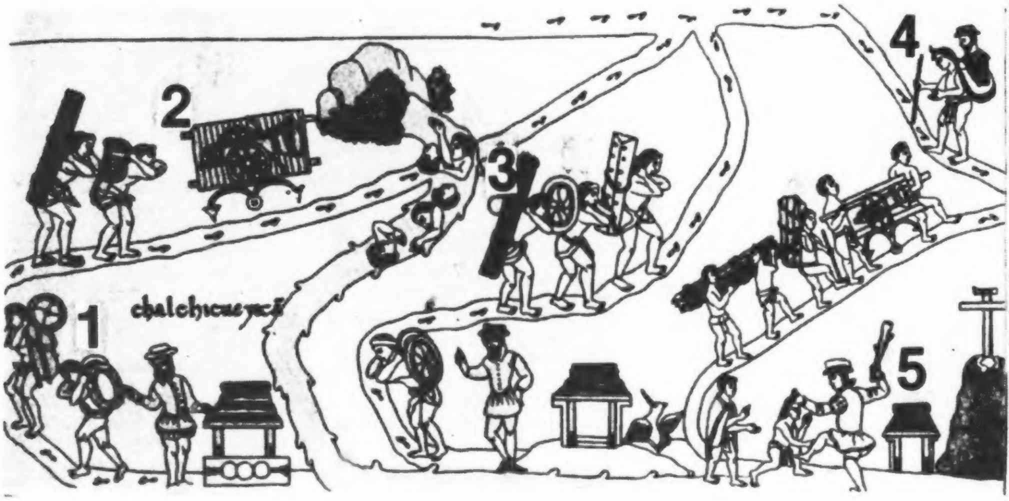
Reaction 2: An Early Reaction

TO THE STUDENT:

It has been more than 400 years since the Spanish conquest of Mexico. However, it is today just as important an event as it was then.

In the picture below you can see one reaction to the Spanish conquest, drawn by an Aztec prince shortly after it happened.

Your classmates are looking at other reactions. Study this one carefully, answer the questions on the next page, and be prepared to compare what this prince had to say with the reactions your classmates are looking at.



Courtesy of the Library Services Department, AMERICAN MUSEUM OF NATURAL HISTORY.

A drawing in the manner of Aztec picture-writing shows Spaniards with Indian carriers. Heads in the stream indicate that five people died by drowning, and tracks mean a journey and its direction. (Lienzo de Tlaxcala)

1. How can you tell the difference between the Spaniards and the Indians in this picture? ______________________________

____

2. What is happening at Scene 1? ______________________________

____

3. What does Scene 2 tell about how the Spaniards conquered the Indians? ______________________________

____

4. What does Scene 3 show? ______________________________

____

5. What does Scene 4 show? ______________________________

____

What does it tell you about the way the Spaniards treated the Indians? ______________________________

____

6. What does Scene 5 tell about one reason for the Spanish conquest of Mexico? ______________________________

____

7. Why do you think the Aztec prince drew the events of the Spanish conquest on a track, or path, marked with arrows?

____

____

Reaction 3: A Modern Reaction

TO THE STUDENT:

It has been more than 400 years since the Spanish conquest of Mexico. It is just as important an event today as it was then.

People react differently to the same event--some in words, some in pictures. This mural, or wall painting, is by a famous 20th century Mexican artist named Diego Rivera. Study the picture on the next page carefully. Then answer the questions below.

Your classmates are looking at other reactions to the conquest. Be prepared to discuss Rivera's reaction with your classmates.

1. What does the mural seem to be saying? ______________________

   ____

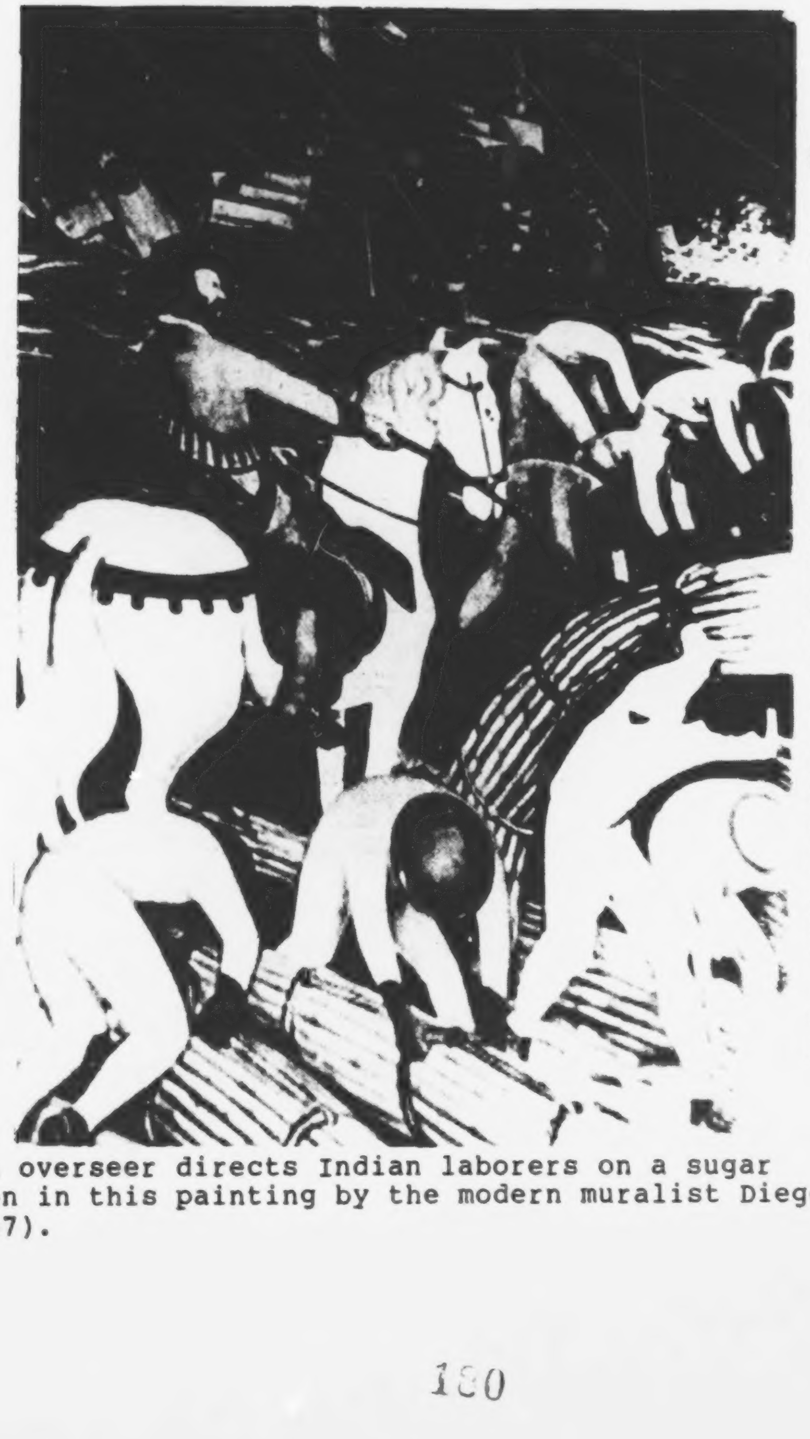
2. How can you tell what Diego Rivera's feelings about the conquest are? ______________________________

   ____

3. Do you think Rivera would be pleased that the museum in Cuernavaca where this picture is on display had once been a palace belonging to Hernando Cortez, the conqueror of the Aztecs? Why or why not?

   ____

   ____



The Museum of Modern Art of Latin America. Reproduced in Michael C. Meyer and William L. Sherman, *The Course of Mexican History* (New York: Oxford University Press, 1979), p. 171.

A Spanish overseer directs Indian laborers on a sugar plantation in this painting by the modern muralist Diego Rivera (1886-1957).

Reaction 4: A Modern Reaction

TO THE STUDENT:

It has been more than 400 years since the Spanish conquest of Mexico. Nevertheless, it is just as important an event to Mexicans today as it was then.

There are many different ways to express the reactions of Mexicans to the conquest. You are to read a Mexican student's reaction written only a few years ago. (This is a translation, of course.) Then answer the questions and do the exercise on the next page. Other members of your class are studying other reactions to the same event.

A MEXICAN STUDENT'S ESSAY

If the Spaniards had not conquered us, we would not speak Spanish. We would speak several languages. And if Columbus had gone to India and not to American we would not be called Indians. When the Spaniards arrived we acted like fools. They told us gold was good for nothing and took it to Europe. Also, since they had horses, our people thought that they were half man and half beast.

We were scared when we saw the first Spaniards on horses. We thought the horses were four-legged monsters, so we moved back and let them pass. Later, when we understood that they were not monsters, we began to fight, but we lost our houses and our shops.

When we understood the truth of the situation we wanted to kill them, but they had more weapons than we had. They beat us because they had horses and we didn't.

So, after they won they left us in misery. Along with the cruelty, they brought about the mestizaje, or mixtures, because we were the bronze race and they were blonde and white. Now we are the milk chocolate race.

Adapted from Robert Goodman, ed. *Mexico As Seen by Her Children* (National Foundation for the Improvement of Education, 1981), p. 52.

QUESTIONS

1. When the student uses the words we and us, who is he talking about? ______________________________

2. In the student's view, why did the Spanish win? __________
____

3. The student mentions at least two ways that the conquest influences Mexico today. What is one of them? __________
____

EXERCISE

> TO THE STUDENT:
>
> The student's essay about the Spanish conquest shows many cause-and-effect relationships. Read each effect in Column A and match it with its cause in Column B. Write the number of the effect beside its cause. You can check your work by saying or writing out the complete sentences to see if each makes sense.

	COLUMN A	COLUMN B
1.	We Mexicans speak one language	_____because Columbus reached America, not India.
2.	Our people thought the Spanish were half man and half beast	_____because the Spanish had horses.
3.	Our people are the milk chocolate race	_____because the Spanish conquered us.
4.	We are called Indians,	_____because the Spanish brought about mestizaje, or race mixtures.

STRATEGY 4

September 16 is celebrated throughout Mexico each year as the day of national independence. It was on that day that Father Miguel Hidalgo rang the bells of his church and issued his Grito de Dolores (Cry of Dolores, a declaration issued in the town of Dolores). The Grito de Dolores called upon the Mexican people to break the ties with Spain. Although Father Hidalgo and many of his followers were soon captured by the Spanish and executed, Mexico's dream of freedom did not die with the rebels. It finally came true in 1821.

Concepts

- Change
- Revolution

Understandings

- Historical events have multiple causes and effects.
- Change is a constant in history.
- Legal, political and historic documents illustrate the beliefs held important by the people of a country.

Content Objectives: Students will be able to:

- Explain the causes of the Mexican War for Independence (1810 to 1821).
- Describe the grievances of the Criollos, Mestizos and Indians.
- Evaluate the means used by the Mexicans to win their independence.
- Compare and contrast the Grito de Dolores to the American Declaration of Independence.

Skills Objectives: Students will be able to:

- Given the dilemma for the Criollos posed by Father Hidelgo's Grito de Dolores, take a position and give reasons. (taking and defending a position)
- Identify the categories into which items fit. (categorizing)

Springboard to the Activity

- Ask students:
  - Why is July 4 celebrated each year in the United States?
  - Is it important to celebrate the independence of our country each year? Explain.
  - What famous document announced the break between the 13 American colonies and their mother country, England? (the Declaration of Independence)
  - In the Declaration of Independence, the colonists said they had the right to rebel against the government of England. Because peaceful methods had not worked, the colonists said they had the right to use violent methods. Should the American colonists have used violence to win their independence from England? Explain.

- Tell students:

  - Today you will examine Mexico's "declaration of independence"--the Grito de Dolores. In Spanish grito means "cry," and Dolores is a town in Mexico. Grito de Dolores means "cry from Dolores."

Word Warm-up: political, rebellion

- Read these three sentences to the class.

  - Many people get involved in politics by running for office.

  - In the United States, we have two main political parties--the Republicans and the Democrats.

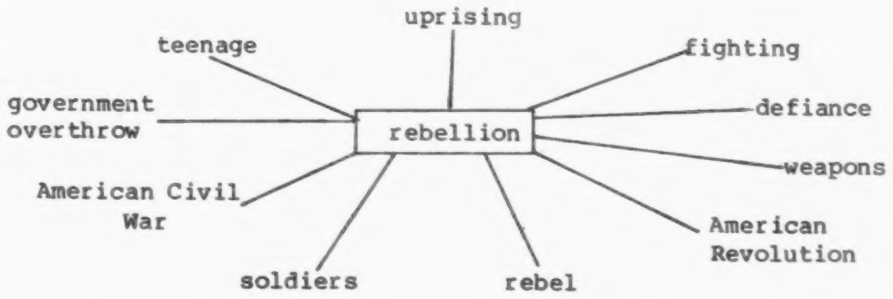
  - The mayor of New York City, the governor of New York State, and the President of the United States are all politicians.

- Ask what politics probably means:

  a. living at the north and south poles
  b. spending money
  c. running the government of the country

- Elicit c as the correct answer. Explain that politics is the art and science of government. Politicians are people who make a career of working in government. Political is an adjective used to describe any behavior that relates to government.

- Have the class construct a semantic map based on the word rebellion. Surrounding the word rebellion write the words students associate with it. For example:


rebellion
uprising
teenage
fighting
government overthrow
defiance
weapons
American Civil War
American Revolution
soldiers
rebel

. Discuss students' free associations. Which words belong together? Were any words suggested that really do not belong?

. Invite students to come up with the meaning of rebellion. (This may be checked against a dictionary.)

. Tell students that the worksheet they will be reading deals with a specific kind of rebellion--political rebellion. Have students add to and subtract from the semantic map now that they know it refers to political rebellion.

Development

. Distribute Worksheet B-4, "The Grito de Dolores." Divide the class into groups. Instruct each group to read the worksheet and try as a group to agree on a course of action. Have a representative report each group's decision to the class.

. Tell students that Father Hidalgo's speech, the Grito de Dolores, marked the beginning of Mexico's fight for independence--a civil war in which Criollos, Mestizos and Indians participated on both sides. Finally, have students explain their answers to the following questions:

- Why do you think that on every September 16 the Grito de Dolores is read aloud throughout Mexico, followed by parades and celebrations? (September 16 is Mexico's Independence Day.)
- Why did Father Hidalgo issue his Grito in 1810? What was his goal? (His goal was to incite a revolution against the Peninsulares, and thereby achieve Mexico's independence from Spain.)
- Why did thousands of Mexicans answer Father Hidalgo's call? (The Criollos, as well as the Indians and Mestizos, were oppressed under Spanish rule.)
- Why do you think that many well-to-do Criollos joined in the revolution? (Although Criollos could advance economically, powerful government and church positions were closed to them.)
- Should the Mexicans have used violence to win their independence from Spain? Could they have convinced Spain in any other way to give them independence? Explain. (Accept all reasonable responses.)

Summary/Application

. Have students examine current newspapers and periodicals to find one article related to the struggle of a people to win freedom from foreign control. Make a bulletin board display.

. Have pairs of students compare the Grito de Dolores with the American Declaration of Independence. (You will have to adapt and shorten the Declaration.) Have them find and list likenesses and differences between the two documents. Then have students write a brief essay comparing and contrasting the documents.

The Grito de Dolores

TO THE STUDENT:

During the following activity, pretend to be a Mexican living about 175 years ago. First, read carefully. Try to put yourself back in that time and place. Then follow the directions for the exercises.

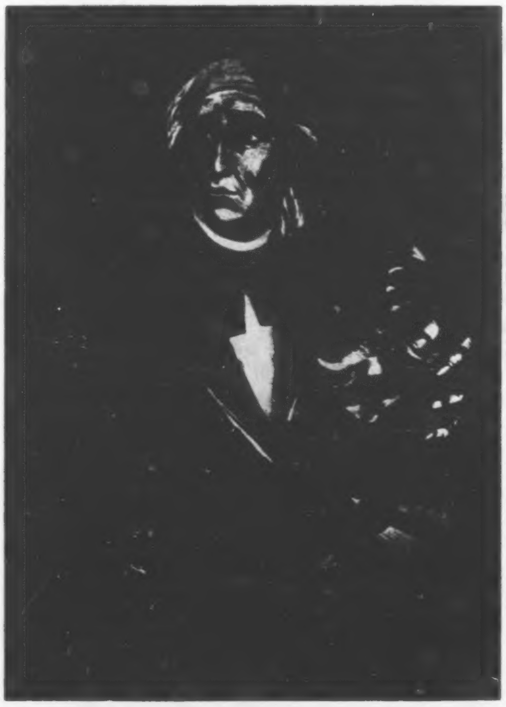
It is September 16, 1810. In Europe, Spain is busy fighting a long and costly war to throw off the rule of the French Emperor Napoleon.

You are a Criollo landowner. A Criollo is a native Mexican of Spanish descent. Like other Mexicans, you are unhappy under Spanish rule. The natives of Spain, the Peninsulares, own most of the land. The poor Indians and Mestizos are forced to work on the Peninsulares' large estates, called haciendas. A Mestizo is someone who is part Indian and part white. The Peninsulares also hold most of the important government and Church positions. Because you were not born in Spain, it will be difficult for you to hold high political office.

Walking through the small west Mexican town of Dolores, you hear the ringing of the church bells. You know this is a signal to call the people of the town together. You rush to the church, where the priest, Father Miguel Hidalgo, is about to speak. As you wait, you overhear someone say that the priest decided to act because his secret plot for a rebellion of Indians and Mestizos was discovered.

Father Hidalgo speaks: "It is now time for us to take our freedom. Are you ready to receive it? Will you fight for the land the Spanish stole from our Aztec ancestors 300 years ago?

Father Hidalgo began Mexico's revolt against the Spanish.



Bradley Smith/Photo Researchers. Reproduced in John Edwin Coffman and William W. Joyce, *Latin America and Canada* (Chicago: Follett Publishing Company, 1983), p. 144.

The Spanish king has become the slave of the evil Emperor Napoleon. Will we, the Mexican people, become his slaves too, or will we as Mexicans defend our religion and our homes?"

The crowd answers: "We will defend them."

Father Hidalgo now speaks: "Then follow me, for I have always looked after you."

As soon as the priest finishes speaking, the people grab their rifles and machetes (long knives) and follow him. As the people march to the neighboring town, they yell: "Death to the Peninsulares!"

EXERCISE 1

TO THE STUDENT:

As a Criollo landowner, how will you answer Father Hidalgo's Grito de Dolores? Will you join the fight for independence? Check (✓) the column that most closely shows your feeling about each of the possible actions you could take. Give the reason for your reaction in the last column.

Possible Actions	I might do this	I might not do this	Reason
1. Grab a rifle or a machete and follow Father Hidalgo, the Mestizos, and Indians to the neighboring town.			
2. Refuse to follow Father Hidalgo. Return home.			
3. Leave Dolores and report Father Hidalgo to the king's officials.			
4. Other: ________			

EXERCISE 2

TO THE STUDENT:

Read each list of words. Cross out the word that does not belong in each list. On the line at the left, name the group to which the three remaining items belong.

Example: professions doctor, lawyer, ~~father~~, plumber

__________________ 1. Spain, Europe, Mexico, France

__________________ 2. plantations, haciendas, farms, lakes

__________________ 3. knives, soldiers, rifles, clubs

__________________ 4. Criollos, Peninsulares, murals, Mestizos

__________________ 5. son, king, emperor, president

EXERCISE 3

TO THE STUDENT:

Have you learned some Spanish words? Learning a new language is fun. This exercise will be a beginning for you if you have not already started.

In Column A below you will find five Spanish words. Match them with their English definitions in Column B.

Column A	Column B
1. Criollo	_____ cry or declaration
2. Peninsulare	_____ person born in Spain but living in Mexico
3. grito	_____ large estate
4. hacienda	_____ person who is part Indian and part white
5. Mestizo	_____ person of European ancestry but born in the New World

STRATEGY 5

When nineteenth-century American expansionism came into conflict with Mexican nationalism, war was the result. The cost of that war for Mexico was the loss of almost half its territory to the United States--a loss that was keenly resented by Mexicans and other Latin Americans.

Concepts

- Cultural diffusion
- Change
- Interdependence

Understandings

- Through migration and immigration people of different cultural backgrounds influence one another.
- Change is a constant in history.
- Historical events have multiple causes and effects.
- The history of people, nations, places and events is interdependent.

Content Objectives: Students will be able to:

- Explain the events that led to independence for Texas and to the Mexican War.
- Appraise the blame of Antonio de Santa Anna in Mexico's loss of territory.
- Explain the bad feeling that developed between the United States and Mexico after 1848.
- Account for the existence of Spanish place names throughout the U.S. Southwest.

Skills Objectives: Students will be able to:

- Place the events of the Mexican War in chronological order. (ordering events)
- Make inferences based on a map of Spanish place names in the United States. (making inferences)

Springboard to the Activity

- Ask students:
  - Has anyone in the class ever been out West--in California, New Mexico, Nevada, Arizona, Utah or Texas or seen pictures of these places?
  - What attractions do those states hold for tourists? (Students might mention: Disneyland, the Grand Canyon, Las Vegas, the site of the television show Dallas.)

. Tell students:

- The states we have been discussing were not always part of the United States. Until the 1840s they belonged to our neighbor Mexico.

- Today we will read about how Texas, California, etc., became part of the United States.

Word Warm-up: boundary, dictator(ship)

. Write the following sentences on the chalkboard:

- Sometimes homeowners will build a fence as a boundary between their homes.

- The Berlin Wall is the boundary between East and West Berlin.

- The Rio Grande River forms a natural boundary between Mexico and the United States.

. Elicit examples of boundaries in the New York City area. (Examples include boundries between boroughs and the New York City-Westchester boundary.)

. Have students respond to the following:

- A boundary is

  a. an agreement
  b. a reason for war
  c. a limit to the land holdings of a city, country, etc.
  d. always a body of water

. Elicit c as the correct answer. Using a wall map, ask one student to point out the boundary between Canada and the U.S. Ask another student to point out the boundary between Mexico and the United States. Ask students to note that some boundaries are man-made (such as between New Mexico and Texas or between Pennsylvania and Delaware, while others are natural (the Mississippi is the boundary for several states.)

. On the chalkboard write:

dictate
dictator
dictatorship

. Point out that the suffix -or sounds the same and means the same as the -er suffix studied earlier. Next to dictate, write "verb; to tell other people what to do." Elicit a definition for dictator from the class. (A person who has the power to tell others what to do.)

. Now circle -ship at the end of dictatorship. Point out that many words end in this suffix: friendship, scholarship, marksmanship, sportsmanship. It usually means a condition of skill or state of being. Therefore, a dictatorship is "a state of having a dictator in charge."

Development

. Distribute Worksheet B-5A, "The Mexican War." Have students complete the exercise. Review their responses. Ascertain that students grasp the facts of the Mexican War by having one student recount events up to the declaration of Texas's independence, a second student recount events from that point until Texas was admitted as a state to the United States, and a third student recount the final part of the story. Construct a time-line on the chalkboard as students speak. Then have students explain their answers to the following questions:

- Who was at war? What happened? (Mexico and the U.S.)
- What were the results of the war for Mexico? For the United States? (Mexico lost about half of its territory to the U.S. The U.S. acquired California, the Utah territory, etc. from Mexico.)
- What role did Antonio de Santa Anna play in the loss of about half of Mexico to the United States? (Students should respond with the various actions taken by Santa Anna which preceded the loss of Mexican territory.)
- Was Santa Anna right to put down the rebellion of Americans at the Alamo? Did he go too far to achieve his goal? Explain. (Encourage students to argue both sides of the issue.)
- Was the United States right to admit Texas as a state while it was still claimed by Mexico? (Again, encourage arguments on both sides of the issue.)
- What is your opinion of Santa Anna? Was he to blame for the loss of half his country? Was he a good leader? Explain. (Accept all reasonable responses.)
- Would history have been different if Santa Anna had been less interested in his own glory and more interested in helping his people? (Accept all reasonable responses.)
- If the Mexican people had been more united against the United States, might they have won the war? (Accept all reasonable answers.)
- How do you suppose Mexicans felt about the United States after the Mexican War? If you were a Mexican at that time, how would you have felt? (Accept all reasonable answers.)

Summary/Application

. Have students roleplay a press conference in which one student takes the part of Santa Anna and the rest of the class plays the press. Santa Anna might have a press secretary with him for moral support and assistance.

. Distribute Worksheet B-5B, "Spanish Place Names in the United States. Have students complete the exercises. Review their responses.

The Mexican War

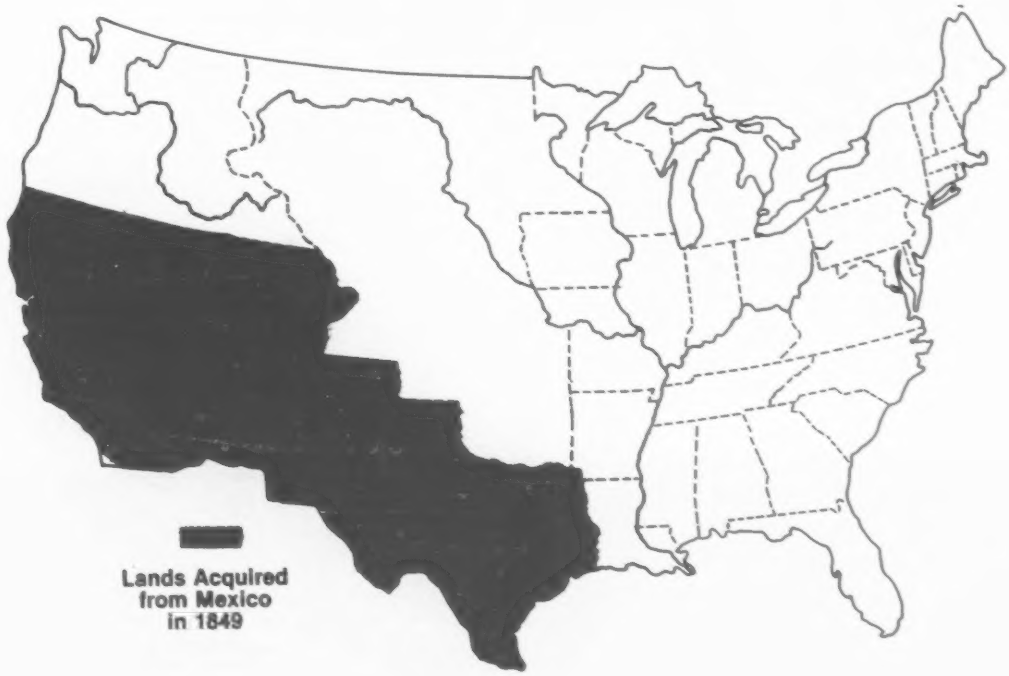
Newspeople Magazine

TO THE STUDENT:

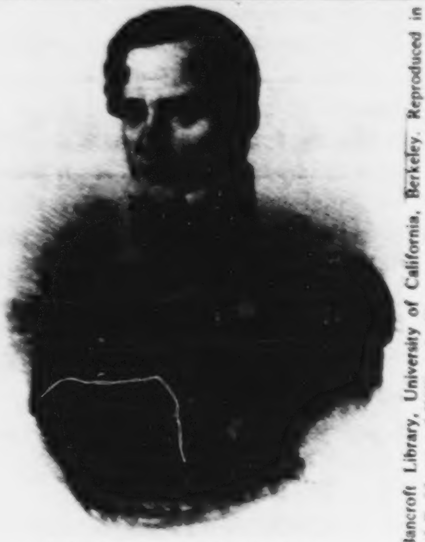
Did you know that Texas and California were not always a part of the United States? They belonged to Mexico. Read the following selection to find out how the United States got these lands and others from Mexico.

The president of Mexico, Antonio Lopez de Santa Anna, loves the glory that comes with being a general. He wears expensive, decorated uniforms. He parades through the streets of Mexico on his white horse. He loves the cheers of the admiring crowds.

But he has had problems as a military leader. During his many years as president, he has involved Mexico in two major wars over Texas. These wars have resulted in the loss of over half of Mexico's land to the United States. (See the map.)



Beginning in the 1820s, the Mexican government invited United States citizens to come and settle in Texas. Texas was then a part of Mexico. The Americans who came promised to obey Mexican law. By 1835, about 30,000 English-speaking Americans lived in Texas. They decided they no longer wanted to live under Mexican control. They did not like the dictatorship of Santa Anna. They did not want to pay taxes to the Mexican government. They did not wish to become Catholics or learn Spanish. They did not want to give up their slaves, as Mexican law required. In short, they wanted their own government.


Antonio López de Santa Anna

The Bancroft Library, University of California, Berkeley. Reproduced in Michael C. Meyer and William L. Sherman, *The Course of Mexican History* (New York: Oxford University Press, 1979), 327.

In 1835, these Texans declared themselves independent of Mexico. General Santa Anna was angry. He marched north to put down the rebellion. Santa Anna's large army surrounded about 150 Texans in the Alamo, a mission outside San Antonio. Davy Crocket and Jim Bowie were among the Texans. Santa Anna's army killed everyone in the Alamo when they refused to surrender. When his army captured 300 other Texans near the settlement of Goliad, the general had them shot.

Later, Texans attacked Santa Anna by surprise and captured him at San Jacinto. "Remember the Alamo" was the battle cry. The general agreed to give Texas its independence, but after he was freed he refused to honor the agreement.

In 1845, the United States admitted Texas as a state. This made Santa Anna angry again. He said it was wrong for the United States to accept as a state land which belonged to Mexico. When an argument developed between Mexico and the United States over the southern boundary of Texas, war broke out.

Mexican soldiers fought bravely against the American army, but they were poorly led. Also, the Mexican people, unhappy with Santa Anna's government, did not support the war. American armies invaded Mexico and captured Mexico City. Mexico was so badly defeated that it was forced to give up California and other lands as well as Texas.

Some Mexicans today say that Santa Anna caused the loss of almost half of his country. Others say he is a hero who tried to defend his country against the land-hungry Americans. History will be the judge!

TO THE STUDENT:

The story of Santa Anna and the Mexican War includes many events. The questions below are about when things happened. Choose the best answer for each question, and circle the letter in front of that answer.

1. Which of the following events happened first in this story?

   a. Texas's Declaration of Independence.
   b. The Mexican government's invitation to American settlers.
   c. The fall of the Alamo.

2. When did the United States admit Texas as a state?

   a. Before the fall of the Alamo.
   b. Before Santa Anna was captured at San Jacinto.
   c. Before Mexico lost California.

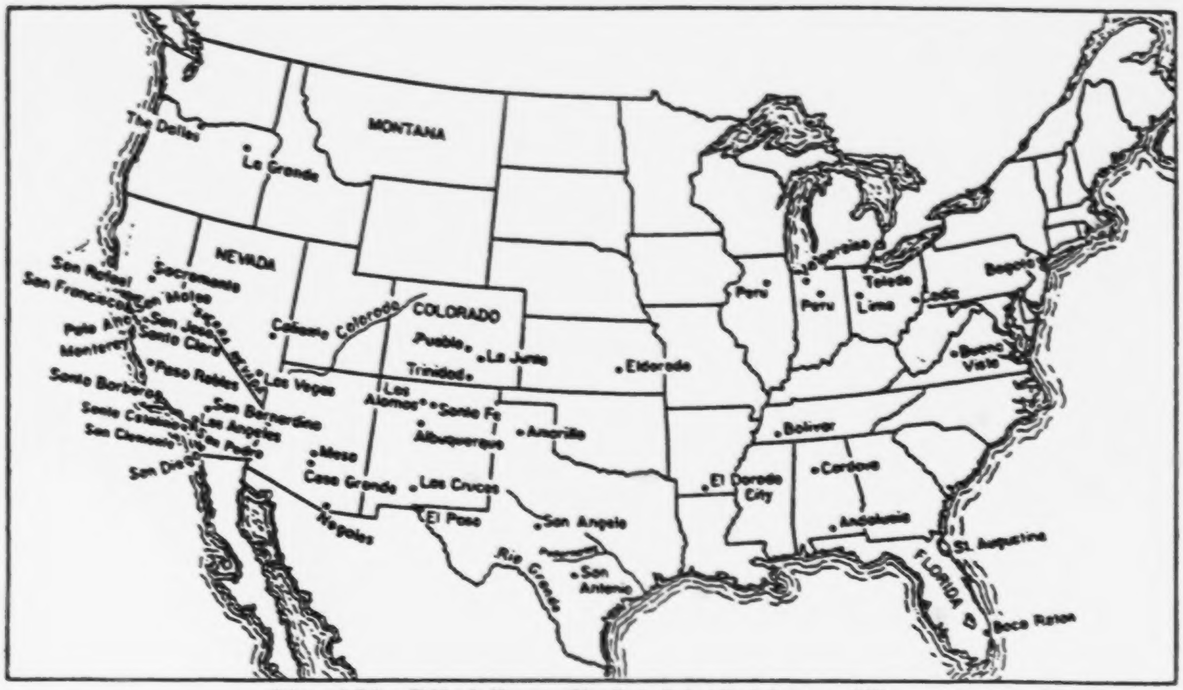
3. What happened during the Mexican War?

   a. American armies captured Mexico City.
   b. Mexican armies captured Washington.
   c. Neither army was able to defeat the other.

4. Which of these events occurred last in this story?

   a. Santa Anna was captured at San Jacinto.
   b. Texas was admitted as a state to the United States.
   c. Mexico had to give up Texas, California and other lands.

Spanish Place Names in the United States


The Dalles
La Grande
MONTANA
NEVADA
San Rafael
Sacramento
San Francisco
San Mateo
Palo Alto
San Jose
Santa Clara
Sierra Nevada
Monterey
Paso Robles
Santa Barbara
San Bernardino
Santa Catalina
Los Angeles
San Clemente
San Pedro
San Diego
Las Vegas
Cañ
Colorado
COLORADO
Pueblo
La Junta
Trinidad
Los Alamos
Santa Fe
Albuquerque
Amarillo
Mesa
Casa Grande
Las Cruces
Nogales
El Paso
San Angelo
Rio Grande
San Antonio
Eldorado
Peru
Valparaiso
Peru
Toledo
Lima
Cadiz
Bogota
Buena Vista
Bolivar
El Dorado City
Cordova
Andalusia
St. Augustine
FLORIDA
Boca Raton

Cabat and Cabat, *El Mundo Hispanico* (New York: Oxford Book Company, 1970).

TO THE STUDENT:

Many geographic place names in the United States are of Spanish origin. (1) Study the above map which shows where these Spanish place names are located. (2) Circle the letter of the sentence or phrase which best answers each of the following questions.

1. In which part of the United States are the greatest number of Spanish place names?

   a. the Northeast
   b. the Southwest
   c. the Southeast
   d. the Northwest

195

2. Which of the following best explains the large number of Spanish place names today in Texas, California, Arizona, and New Mexico?

   a. United States citizens love the Spanish language.
   b. Mexican immigrants to the United States named the places in which they settled.
   c. The land that today makes up the southwest United States once belonged to Mexico.
   d. The United States government wanted to honor the country's Spanish-speaking southern neighbors.

3. Many Spanish place names in the United States are names of saints, like San Antonio, San Francisco and Santa Barbara. Which of the following best explains this?

   a. The United States is a Catholic country.
   b. Catholic missionaries had a great influence on the culture of the area.
   c. A number of saints founded cities in the United States southwest.
   d. United States citizens are very religious people.

STRATEGY 6

When severe economic difficulties in 1861 made President Benito Juarez suspend repayment of Mexico's considerable debt to its European creditors, France used the situation as an excuse to occupy the country. Supported by the Roman Catholic church, the power of which had been threatened by the liberal, pro-Indian Juarez regime, Emperor Napoleon III installed Archduke Maximilian of Austria as emperor of Mexico. From northern Mexico, the forces of Juarez conducted guerrilla warfare against the French.

A monarch in Mexico, supported by foreign arms and headed by a foreigner, was as unacceptable to the United States as it was to Juarez. When the U.S. Civil War ended in 1865, the United States urged the French to comply with its Monroe Doctrine and withdraw from Mexico. When the French abandoned Maximilian, the forces of Juarez took control. The Emperor was captured, court-martialed and executed by a firing squad.

Concepts

- Freedom
- Nation-state
- Interdependence

Understandings

- Historical events have multiple causes and effects.
- Among the factors that contribute to nationalism are geography, ethnicity, language, culture, religion and common historical experience.
- The history of people, nations, places and events is interdependent.

Content Objectives: Students will be able to:

- Explain how the Austrian Archduke Maximilian gained control of Mexico.
- Describe the resistance movement led by Benito Juarez.
- Analyze United States' interests in the Maximilian incident.

Skills Objectives: Students will be able to:

- Take and defend, in an expository essay, a position on the Maximilian incident. (taking and defending a position)
- Identify conflicting facts and statements in two reading selections. (identifying conflicting data)

Springboard to the Activity

- Have students imagine that the United States has borrowed money from foreigners. Now the United States is unable to pay its debts. One of these foreign countries decides to get its money back by taking control of our government and ruling the American people.

- Ask students:

  - How would you feel about being ruled by foreigners?

- Does a foreign country have the right to take over the United States for nonrepayment of a debt?

- What would life in the United States be like under a foreign government? What problems would occur?

. Tell students:

- Today we will read about a time when a foreigner was put on the throne of Mexico. We will learn how the Mexican people reacted.

Word Warm-up: emperor, republican

. Write the following sentences on the chalkboard:

- The emperor alone ruled over many territories.

- Once upon a time, the Roman emperor had complete control over most of Western Europe.

. Ask students:

- What do you think an emperor is?

- What clues to the meaning of emperor did you find in the sentences?

- Can you name some famous emperors in history? (Emperor Augustus--Rome; Emperor Napoleon--France; Queen Victoria--Empress of India; Emperor Hirohito--Japan, etc.)

. Have students use the word emperor in original sentences and add the words to their vocabulary notebooks.

. Write the following sentence on the board:

- Because George Washington refused to let people make him king of the new United States of America, he is remembered as one of the greatest republicans of all time.

. Ask students:

- What do you think republican means? How did you figure this out? (Be sure students understand that republican with a small r is different in meaning from Republican party.)

- If you read in the newspaper that republican forces are trying to remove a certain ruler from power, what would this mean?

. Have students use republican in original sentences.

Development

- Distribute Worksheet B-6A, "The Maximilian Incident." Have one student roleplay Maximilian and another roleplay the reporter in the first interview. Then have students explain their answers to the following questions:

  - What events led to the Maximilian incident? (Mexico owed money to foreign nations, including France. France used this as an excuse to put the Austrian prince Maximilian on the throne of Mexico.)

  - Why do you think the French put Maximilian on the Mexican throne? (Students might hypothesize that the French, not interested only in securing repayments of the Mexican debt, desired another foothold in the Western Hemisphere.)

  - Why did Maximilian think he was doing a good job as emperor? (He cited these accomplishments: restoring the rights of the Catholic church, his planned division of Church land among the peasants, and the planned development of northern Mexico by colonists from the United States.)

  - Were the French right to support Maximilian? (Encourage students to argue both sides of the issue.)

  - Was Maximilian justified in threatening Juarez and his men with execution? Explain. (Accept all reasonable responses.)

  - How do you explain Maximilian's statement, "I want to be emperor, not only of Mexico, but of all Mexicans"? (He wanted the support of the Mexican population.)

- Have two students read the second interview, with one student in the role of Juarez and the other in the role of the reporter.

- Have the class complete Exercise 1. Review their responses, and then have students explain their answers to the following questions:

  - Why did Juarez refuse to cooperate with Maximilian? (Juarez claimed that he, not Maximilian, was the rightful ruler of Mexico.)

  - Why did Juarez expect the United States to help him defeat Maximilian? Why would the United States want European countries, like France, to stay out of the Americas? (U.S. President Monroe had stated his "doctrine" in 1821, warning European nations to stay out of affairs in the Western Hemisphere. A strong foreign power in the Western Hemisphere would threaten U.S. security.)

  - What was Juarez's reaction to Maximilian's law against traitors? Was his reaction justified? (He argued that Maximilian and his men were the real traitors and they would receive the same punishment being meted out to traitors by Maximilian.)

- Why do you suppose Juarez has been called the Abraham Lincoln of Mexico? (Just as Abraham Lincoln freed the slaves, Juarez freed the Mexican people from oppression by the French and their puppet, Maximilian.)

- If you had been living in Mexico in 1865, would you have supported Maximilian or Juarez? Explain. (Accept all reasonable responses.)

Summary/Application

. Have the class complete Exercise 2 and discuss students' choices and reasons.

Suggested Follow-up Activities

. Distribute Worksheet B-6B, "Maximilian on Trial," and have students follow the directions for staging a court-martial of Maximilian. Note that roleplaying the court martial is an optional activity which would require that your students have had some experience with the language of the courtroom, from television or from some other classroom activity. This is some of the vocabulary which they should know before attempting the activity:

innocent
testify
defense
penalty
guilty
witness
prosecution
summation
cross-examination
jury

The Maximilian Incident

TO THE STUDENT:

Read the following interview with Maximilian, a foreigner who was put on the throne of Mexico by the French. Then read the interview with Benito Juarez, the president who had lost his government to Maximilian.

Mexican Times

Interview with Emperor Maximilian

December 1, 1865

The following is an interview with Emperor Maximilian of Mexico, held at Chapultepec Palace.

REPORTER: Your Excellency, it has been 10 months since the French Emperor Napoleon III put you on the Mexican throne. Are you sorry that you decided to leave your home in Austria and come to Mexico?

MAXIMILIAN: No! I am very happy that I decided to accept the Mexican throne. The Mexicans are now my people. I want to serve them for the rest of my life.

REPORTER: How do you answer the people who accuse you of being a puppet of Emperor Napoleon III?

MAXIMILIAN: I am not Napoleon's "puppet." Mexico owed France and other countries money. A country must pay its debts. I came here to bring order to Mexico so that it once again is respected by other nations.

I cannot deny that Napoleon III and his brave soldiers

EMPEROR MAXIMILIAN

Historical Pictures Service, Inc. Reproduced in Social Science Staff of the Educational Research Council of America, *Lands of Latin America*, Learner-Verified edition II (Boston: Allyn and Bacon, Inc., 1976), p. 85.

Adapted from R. O'Conner, *The Cactus Throne* (New York: G. Putnam and Son, 1971).

have helped me. There are bandits and revolutionaries who want to overthrow me. However, most Mexicans support me.

REPORTER: How do you know that you have the support of most Mexicans?

MAXIMILIAN: Look at what I have done. I have given the Roman Catholic church back its rights. Before I came, it was persecuted by the government of Benito Juarez. Education is once again the job of the Church. I have brought strong and orderly government to Mexico.

REPORTER: But what have you done for the average Mexican?

MAXIMILIAN: I was about to say that while I guaranteed the rights of the Church, I have refused to return the Church land seized by the Juarez government. This land will be given to the small farmers. I have also encouraged colonists from the United States to settle in northern Mexico. They will develop this region and provide jobs for Mexicans.

REPORTER: If you are so popular, Your Excellency, how do you explain the fact that Benito Juarez is trying to overthrow you?

MAXIMILIAN: I know that many of the people who support Juarez think they are fighting for a just cause. I have asked them to give up and join us in building a united Mexico. Until now I have been lenient. However, the rebels have killed some of my bravest men. So from now on anyone who takes up arms against me, the lawful emperor, will be tried and convicted of treason. He will be executed.

REPORTER: What would you say is the most important goal of your government, sir?

MAXIMILIAN: That's easy. I want to be the emperor, not only of Mexico, but of all Mexicans.

Interview with President Benito Juarez

The following is an interview with the leader of the republican forces, President Benito Juarez. The interview took place in the northern border town of Paso El Norte.

BENITO JUAREZ

The Bettman Archive, Inc. Reproduced in John Edwin Coffman and William W. Joyce, *Latin America and Canada* (Chicago: Follett Publishing Company, 1983), p. 170.

REPORTER: President Juarez, Emperor Maximilian has asked that, for the good of the country, you lay down your weapons. He wants you to work with him to build a united Mexico. Will you accept his offer?

JUAREZ: I could not possibly accept it. First, Maximilian is not Mexico's rightful ruler. He is a puppet of the French. He would not last a day without the support of the French army. No, we will defeat the French and drive the foreigners from our soil. Then and only then will we, the Mexican government, build a united and prosperous Mexico.

REPORTER: How do you hope to defeat the French and Maximilian? Your army is much smaller and weaker.

JUAREZ: We have fought the French very well. We defeated them at the Battle of Puebla. We will go on fighting until they leave our country. We know that we cannot defeat them alone. We look to our northern neighbor, the United States, to help us. After all, the Monroe Doctrine states that European countries must stay out of the Americas. If the French leave, we will have no trouble defeating "Emperor" Maximilian.

REPORTER: President Juarez, Maximilian said that if you and your soldiers are captured, you will be tried by military courts, convicted and shot. Will this new law stop you?

JUAREZ: This law, which we call the Black Decree, will only make us more determined to fight for our liberty. However, let Maximilian know that he and his men can expect the same treatment when they are captured. They are the traitors and foreigners. We are the patriots and the true representatives of the Mexican people.

REPORTER: What is the most important goal of your administration, President Juarez?

JUAREZ: It is simply to drive the foreigners out of Mexico and then build a country which will serve the needs of all Mexicans, especially the poor.

EXERCISE 1

TO THE STUDENT:

After reading the two accounts of the Maximilian Incident, check the correct box on the chart that follows.

M--if the statement is found in Maximilian's account

J--if the statement is found in Juarez's account

A--if there is agreement of fact in both accounts

Statement	M	J	A
1. Maximilian is a puppet of the French Emperor Napoleon III.			
2. Maximilian has brought strong and orderly government to Mexico.			
3. All traitors when captured will be executed.			
4. The United States has warned European countries to stay out of the Western Hemisphere.			
5. The foreigners must be driven out of Mexico.			

EXERCISE 2

TO THE STUDENT:

You have read both Maximilian's arguments for keeping the throne of Mexico and Juarez's argument against Maximilian. Pretend you are a Mexican peasant in 1865. Use the space below to write a letter to the newspaper editor of the Mexican Times. In your letter, take a position on the Maximilian incident and explain your reasons.

LETTER TO THE EDITOR

December 30, 1865

Dear Editor:

I have read the interviews with Emperor Maximilian and with President Juarez. I think ______________________________
is right because ______________________________
____
____
____

I believe that it is the duty of all Mexicans in these troubled times to ______________________________
____
____

Sincerely yours,

____

Citizen of Mexico

Maximilian on Trial

DIRECTIONS FOR GROUP 1

On May 11, 1867, Maximilian was captured in the town of Queretaro. As he had promised, President Juarez put Maximilian on trial for (1) violating Mexico's independence and (2) signing the Black Decrees which resulted in the deaths of many Mexican citizens.

Most of the kings and queens of Europe asked Juarez to let his royal prisoner go, but the Mexican president refused.

****

TO THE STUDENT:

Roleplay the court-martial of Maximilian. Follow the directions.

You will prepare the defense of Maximilian. Your task is to:

- Choose one student from among you to play the part of Maximilian.
- Prepare an opening statement explaining why Maximilian is innocent.
- Choose one student from among you to make the statement.
- Choose two witnesses (in addition to Maximilian) from among you who will testify for Maximilian. Prepare the witnesses to say things that will prove Maximilian's innocence. (Maximilian should testify, too.)
- Choose three defense lawyers and prepare them to (1) question the witnesses for Maximilian and (2) cross-examine the witnesses for the prosecution. In this cross-examination, try to show that the testimony of the witnesses against Maximilian is false or unimportant.
- Choose one student to make a summation (a concluding statement) at the end of the trial about why Maximilian is innocent. Prepare the summation.

DIRECTIONS FOR GROUP 2

On May 11, 1867, Maximilian was captured in the town of Queretaro. As he had promised, President Juarez put Maximilian on trial for (1) violating Mexico's independence and (2) signing the Black Decrees which resulted in the deaths of many Mexican citizens.

Most of the kings and queens of Europe asked Juarez to let his royal prisoner go, but the Mexican president refused.

****

TO THE STUDENT:

Roleplay the court-martial of Maximilian. Follow the directions.

You will prepare the prosecution of Maximilian. Your task is to:

- Prepare an opening statement explaining why you think Maximilian is guilty. Choose one student from among you to deliver the statement.
- Choose three witnesses from among you who will testify that Maximilian is guilty as charged. Prepare the witnesses with reasons.
- Choose three prosecution lawyers and prepare them to (1) question the witnesses against Maximilian and (2) cross-examine the witnesses for the defense. In this cross-examination, try to show that the testimony of the defense witnesses is false or unimportant.
- Choose one student from among you to make a summation (a concluding statement) at the end of the trial about why Maximilian is guilty as charged. Prepare the summation.

DIRECTIONS FOR GROUP 3

On May 11, 1867, Maximilian was captured in the town of Queretaro. As he had promised, President Juarez put Maximilian on trial for (1) violating Mexico's independence and (2) signing the Black Decrees which resulted in the deaths of many Mexican citizens.

Most of the kings and queens of Europe asked Juarez to let his royal prisoner go, but the Mexican president refused.

****

TO THE STUDENT:

Roleplay the court-martial of Maximilian. Follow the directions.

You are the jury. Although this is not allowed in a court of law, prepare yourselves before the trial by rereading the interviews with Maximilian and Juarez (Worksheet B-6A) and by discussing the issues. Remember, though, that you are not to decide Maximilian's fate before the trial.

Since this is a military trial, you will decide Maximilian's fate by a majority vote. Keep the following in mind:

- If the prisoner is found innocent, he must be released.
- If the prisoner is found guilty, the death penalty is required.
- If you think that the defendent acted as a common criminal, you should sentence him to be hanged. If you think he committed the crimes as a soldier, you should sentence him to die by the firing squad.

DIRECTIONS FOR THE COURT-MARTIAL

TO THE STUDENT:

Now you are ready to start the court-martial. Follow the order below.

1. The judge calls the court to order.
2. Maximilian is brought into court and takes a seat in the prisoner's dock.
3. A spokesperson for the prosecution makes an opening statement.
4. A spokesperson for the defense makes an opening statement.
5. Prosecution lawyers call witnesses for the prosecution and question them.
6. Defense lawyers cross-examine the prosecution witnesses.
7. Defense lawyers call witnesses for the defense and question them.
8. Prosecution lawyers cross-examine the defense witnesses.
9. Another spokesperson for the defense makes a closing statement.
10. Another spokesperson for the prosecution makes a closing statement.
11. The jury votes to decide Maximilian's fate.

STRATEGY 7

Although an elected president, Porfirio Diaz reigned as absolute ruler of Mexico from 1876 to 1911. Allying himself with the upper classes, Diaz nevertheless pursued economic progress for Mexico. He did this by inviting foreign companies, for example, to build railroads and develop newly discovered Mexican oil. Unfortunately for the Mexican people, much of the profit from these enterprises was spent abroad and did the average Mexican little good. Also, to facilitate the interests of foreign investors, Diaz allowed the takeover of lands that the Indian community had held by custom from ancient times. Left homeless, thousands of Indians became tenants (peons) on large estates (haciendas).

Concepts

- Change
- Citizenship
- Empathy

Understandings

- Change is a constant in history.
- Historical events have multiple causes and effects.
- One of the costs of progress can be the rights of the individual.

Content Objectives: Students will be able to:

- Describe Porfirio Diaz's modernization program.
- Explain the conflict between economic progress and individual rights inherent in Diaz's modernization.

Skills Objectives: Students will be able to:

- Take and defend, in an expository essay, a position on the modernization program of President Diaz. (taking and defending a position)

Springboard to the Activity

- Tell students to imagine that the government has decided to build a much needed railroad right through the land on which their family's home is located. Their family will have to move.

- Ask students:

  - How would your family feel about being forced to move?

  - Should the building of a needed railroad be stopped if it means that a family will have to move out of the way? Two families? Five?

  - Which is more important--progress for the community or the rights of individuals and families?

. Tell students that they will now read about a time when the plans of Mexico's government to modernize the country conflicted with the rights of the individuals living there.

Word Warm-up: modernization, deed, seizure

. Place this sentence on the chalkboard:

- The modernization plan for our school includes new furniture and up-to-date office machines.

. Have a student volunteer read the sentence aloud. Ask students:

- What do you think modernization means?

- What clues to the meaning did you find in the sentence?

. Repeat the same process for the words deed and seizure, using these sentences:

- When someone buys a piece of land or a home, that person receives a deed, or a legal document to prove ownership.

- The soldiers fought hard to capture the town. Immediately after its seizure, the soldiers celebrated the victory.

Development

. Distribute Worksheet B-7, "The Costs of Modernization." Have students read both letters and then roleplay a confrontation of President Diaz, Carlos Rincon, and Mr. Escuela.

. Have students complete the exercise on the worksheet. Make sure that opinions on both sides of the issue are expressed, and ask a few students to read their letters aloud to the class. Have students explain their answers to the following questions:

- What happened to the land of the Mexican peasants when Porfirio Diaz ruled Mexico? (Land was confiscated to make way for railroads, businesses, etc.)

- Why did the peasants think Diaz's policy was unfair? (They were forced off land that had been in their families for centuries.)

- As a Mexican peasant in the 1870s, how would you have felt about your government's land policy? (Accept all reasonable responses.)

- How did President Diaz and his engineers defend the seizure of Indian lands? (The railroad to be built on the land would help make Mexico a modern nation; profit received from the export of crops grown on this land would be used to build hospitals, schools, etc.)

- How did President Diaz's goal to modernize Mexico create a conflict between progress and the rights of individuals? Explain. (The right of the Indians to their land was being sacrificed to modernize Mexico.)

- Was the modernization of Mexico worth the costs to the Indians? (Accept all reasonable responses.)

Summary/Application

. Based on their letters, have students work in pairs to write a dialogue between C. Escuela and Carlos Rincon. Have one student take the part of Escuela and write an opening statement. This is then passed to his/her partner who, as Rincon, answers the statement. The dialogue progresses as the paper is passed back and forth in this fashion several times.

The Costs of Modernization

TO THE STUDENT:

Pretend you are President Porfirio Diaz of Mexico. The year is 1890. You have just received the following two letters. Write your answer on the next page. (A copy of your letter will be sent to each person who wrote to you.)

Dear President Diaz:

Yesterday a government man came to our village. He said that if we didn't have our deeds by the time he returned in two weeks our land would be taken away to build a railroad. What am I to do? None of the families in my village have deeds. The land is ours. It has always been ours. It belonged to our fathers before us, and our fathers' fathers before them. It has been in our families for generations. No one ever needed to prove it with a deed! If we cannot work the land, my family will starve. We know no other work.

Your loyal subject,
Carlos Rincon
(Salina Cruz, Oaxaca)

Dear President Diaz:

Today we visited farms in the Salina Cruz area of Oaxaca. We told all those people without deeds that they would have to leave the land in two weeks.

My president, what good use we will make of this land! For centuries, Indians raised corn on this land. Now it will be put to much better use.

This land will be used for building a railroad which will help make Mexico a modern nation. Some of the land will be used to grow cotton and sisal from which rope is made. The money we make from selling these products can be used to build schools and hospitals. President Diaz, do not let anyone convince you to stop our land seizure program. Some people will suffer now, but many more will benefit in the future. It will build a strong and modern Mexico.

Sincerely,
C. Escuela
(Chief Engineer
and Surveyor)

Dear Mr. Rincon and Mr. Escuela:

I have read both your letters about the land problem in Oaxaca. You both make good points. After thinking about the issue carefully, I must agree with Mr. ________________________.

One reason is ____

____

____

Also, ____

____

____

Therefore, I ____

____

____

____

Sincerely,

Porfirio Diaz
President of Mexico

STRATEGY 8

Porfirio Diaz's plans to modernize Mexico aroused fierce opposition. Liberals led by Francisco Madero demanded immediate reform and the resignation of the aging president. Armies led by peasant leaders, Pancho Villa in the north and Emiliano Zapata in the south, fought with federal troops. In 1911, Diaz fled the country and Madero became president. Unfortunately, Madero was unable to hold all the revolutionary forces together. He was murdered, and chaos followed. Eventually, with the support of the United States, Venustiano Carranza took control.

Concepts

- Change
- Revolution

Understandings

- Change is a constant in history.
- Historical events have multiple causes and effects.
- To win change, people have sometimes resorted to forcible overthrow of their established government.

Content Objectives: Students will be able to:

- Explain the positions of the various factions involved in the Mexican Revolution of 1910.
- Describe the causes of the Revolution of 1910.
- Evaluate violent revolution as a means to win change.

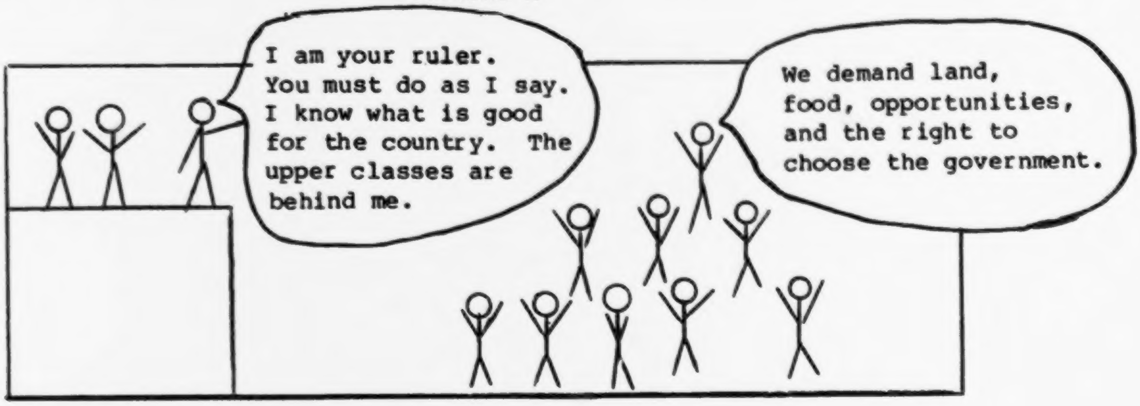
Skills Objectives: Students will be able to:

- Make inferences about the various factions involved in the Revolution of 1910. (making inferences)

Springboard to the Activity

- Draw the following stick-figure cartoon on the chalkboard:

COUNTRY X


I am your ruler. You must do as I say. I know what is good for the country. The upper classes are behind me.
We demand land, food, opportunities, and the right to choose the government.

- Ask students:
  - What is happening in this cartoon? (A ruler is demanding obedience, and citizens are demanding land, food, etc.)
  - What do you think will happen in Country X? (Help students see that the demands are in conflict and that political unrest may result.)
  - Will the people revolt? Will they rise up and try to overthrow their government? (Accept all reasonable responses.)
- Tell students:
  - Today we will recreate a revolution which occurred in Mexico in 1910.

Word Warm-up: revolution, candidate

- Write these sentences on the board:
  - Because we won the American Revolution, we were free from English rule.
  - The French Revolution led to the overthrow of the French king.
- Have students read the sentences aloud. Then ask:
  - What do you think revolution means? (A rebellion against authority.)
- Have each student write an original sentence using the word revolution. Write some of these on the chalkboard.
- Write these sentences on the chalkboard:
  - Ronald Reagan was a candidate for President of the United States.
  - Geraldine Ferraro was a candidate for Vice President.
- Have a volunteer read the sentences aloud. Then elicit the meaning of candidate from the students. (A person who is running for office.)
- Have the students write original sentences in their notebooks. Ask students to share them with the class.
- Tell students that in ancient Rome a person who wanted to be elected to public office always wore a white garment, so he was called candidatus, which means "white and shining." The word stuck. Today people running for office do not wear white, but they are still called candidates.

Development

- Distribute Worksheet B-8, "The Revolution of 1910." Tell students that today they will be roleplaying a very important event in the history of Mexico--an event known as the Revolution of 1910. Recall with the class that in the 1890s President Porfirio Diaz tried to modernize Mexico by allowing foreign companies to build railroads and develop oil on lands he took away by force from the Indians. (See Strategy B-7.) Tell students that many Mexicans were against both what Diaz did and the methods he used. There were several leaders of this opposition to Diaz. Fighting began and continued for years. Finally, Diaz was forced out of power and a new government took control.

- Divide the class into six groups. Give each group one role card. Have the groups review their cards and decide whether or not they would favor revolution in 1910. A group secretary should write out the group's decision and reasons.

- Have a representative of each group present its views on why or why not to stage a revolution. Then have students explain their answers to the following questions:

  - Did the seeds of revolution exist in Mexico in 1910? Explain. (Discontent was felt by both the peasant majority and the educated liberal intelligentsia.)

  - Why did the majority of Mexicans turn against the government of Porfirio Diaz? (The peasants were unhappy with a system which placed most of the land in the hands of a wealthy minority; they were unhappy with Diaz's modernization program; liberal intellectuals like Madero opposed Diaz's dictatorial government.)

  - According to the different leaders and groups, what would have made the revolution a success? (Madero--elections and the presidency; Villa and Zapata--Madero as president; Carranza--elections and the presidency; Diaz and the foreign governments opposed the revolution and favored the status quo.)

  - Are violent revolutions sometimes necessary? Was violence needed to change the government in Mexico in 1910? Was violence needed to change the government of our country in 1776? Explain. (Accept all reasonable responses.)

  - As a Mexican peasant in 1910, would you have joined in the fighting? What position would you have taken? (Accept all reasonable responses.)

  - As an engineer in Mexico City in 1910, would you have joined in the fighting? What position would you have taken? (Accept all reasonable responses.)

  - What predictions would you make for the outcome of the Revolution of 1910? (Tell students that Madero became president but proved a disappointment to many of his followers. Civil war broke out and, with the help of the United States, Venustiano Carranza took power.)

Summary/Application

- Refer students back to, or redraw, the cartoon in the springboard to this activity. Ask students whether Country X might be Mexico in 1910. Have students explain who the various figures in the cartoon might represent.

Suggested Follow-up Activities

- Have students design and paint a mural of the Mexican Revolution.

The Revolution of 1910

TO THE STUDENT:

In 1910, revolution broke out in Mexico. A revolution is a violent overthrow of the established government. Below are the positions of the five different leaders and groups who took part in the revolution. Read each one. Think about how their positions are alike and how they are different.

ROLE CARD 1:

Porfirio Diaz--You have been dictator of Mexico since 1876, and you are now 80 years old. You have tried to help the economy of Mexico by encouraging foreign countries to invest money in your country. For example, railroads have been built southward from the United States. Americans have also invested money in the Spanish silver mines.

You have encouraged business by helping the rich, the landowners, and the church. You believe that whoever or whatever stands in the way of progress must be pushed aside. So, you pushed the poor Indians off their land and sold it at very low prices to the rich.

ROLE CARD 2:

Francisco Madero--You are the kindly but weak-willed son of a wealthy landowner. You are against the dictatorship of President Diaz. You wrote a book about the next presidential election. In the book you said that Diaz is sure to win because he is the only candidate. You want a government in which more than one candidate can run for president and citizens are free to vote for whomever they want.

ROLE CARD 3: Pancho Villa--You began life in a poor country town under the dictatorship of Porfirio Diaz. You were forced to flee into the hills because you shot a rich landowner's son in order to defend your sister. You are considered the kind of bandit Robin Hood was. You steal from the rich to give to the poor. With your army, you raid towns and rob trains. You support Francisco Madero's efforts to become president of Mexico.

ROLE CARD 4: Emiliano Zapata--Born a poor farmer (called a campesino), you watched President Diaz's army drive your people from land they had held for centuries. When this happened you urged your fellow villagers to take up arms and defend their fields. Since you had some education, people looked to you as a leader, and soon your followers formed an army. Like Pancho Villa, you support Francisco Madero for president. You hope that when he becomes president, he will divide the farmlands among the poor peasants.

ROLE CARD 5: Venustiano Carranza: You are a leader from the northern part of Mexico. Like Francisco Madero, you want constitutional government with free and open elections. The United States supports your efforts to become president of Mexico.

ROLE CARD 6: Foreign governments--Companies from your nations have invested millions of dollars in Mexican industry, mining, and trade. The Belgians, Americans, and English have built miles of railroad tracks. Americans and English have begun to drill for oil. The Spanish have taken over Mexican food stores. The French control large department stores. The Germans control Mexico's hardware business.

TO THE STUDENT:

Based on the role cards, check (✓) the statements below that can reasonably be made.

_____1. President Diaz and Francisco Madero agreed about the type of government Mexico should have.

_____2. In 1910, foreign governments were benefiting from the Diaz presidency.

_____3. Villa and Zapata might have joined forces during the Revolution of 1910.

_____4. Carranza and Madero disagreed about the type of government Mexico should have.

_____5. Francisco Madero and Venustiano Carranza were rivals for the presidency of Mexico.

STRATEGY 9

The Revolution of 1910 cost Mexico 800,000 lives. Many Mexicans felt that the sacrifices were worth it when a new constitution, putting into law many of the Revolution's goals, was adopted in 1917. Other Mexicans remained skeptical as to whether or not real change would follow paper changes.

Concepts

- Change
- Citizenship

Understandings

- Change is a constant in history.
- Every known society has developed a hierarchy of social classes.
- Legal, political and historic documents illustrate the beliefs held important by the people of a country.

Content Objectives: Students will be able to:

- Describe the legal changes that followed the Mexican Revolution.
- Evaluate the extent to which the goals of the Revolution of 1910 were achieved.

Skills Objectives: Students will be able to:

- Categorize the changes that followed the Mexican Revolution. (categorizing)

Springboard to the Activity

- Show students a copy of the United States Constitution. Allow them to examine the document. Point out the general topic of each article (Congress, the President, the courts, etc.). Show them where the Bill of Rights guarantees freedom of speech, religion, the right to bear arms, etc. Ascertain that students know that the Constitution:
  - was written by our founding fathers after the American Revolution
  - outlines the way our government is set up
  - states the principles upon which our democratic government is based
- Tell students that after the Mexican Revolution ended, a new constitution was written for that nation. Today they will examine some of the major ideas it contained.

Word Warm-up: petition, assembly

- Put the following sentences on the chalkboard:
  - The people on the block went around asking their neighbors to sign a petition to the mayor for a new traffic light.

- Americans have the right to petition their government.

. Ask students:

- What do you think petition means?
- How did you figure this out?
- In what ways can people in this country petition their government? (by signing petitions, writing letters, sending telegrams, etc.)

. Have students write original sentences using the word petition.

. Write the following sentences on the chalkboard:

- Each Friday, all fifth and sixth graders come together in a school assembly.
- When the policeman told the group to break up, one member argued that in the United States people have the right of assembly.

. Ask students:

- What do you think assembly means?
- What clues to the meaning did you find in the sentences?

. Have students use assembly in original sentences.

Development

. Distribute Worksheet B-9, "The Mexican Constitution of 1917." Assign students the roles of the various groups that made up Mexico's population in 1917, making sure to cast most students as peasants and workers (the Mexican majority at the time). Then hold a referendum on the constitution by having students, in their assigned roles, vote on each provision. A ballot box can be provided in a corner of the room.

. Have a few students count the responses for each provision of the constitution. After the results have been reported to the class, have students explain their answers to the following questions:

- What changes did the Constitution of 1917 bring about in Mexico? (Each provision represents a change.)
- Why did the writers of this constitution include each of these provisions? (Each provision represents an attempt to redress the wrongs of prerevolutionary Mexico.)
- Which of the provisions do you think was most important? Which do you think was least important? Explain. (Accept all reasonable responses.)

- Do you think any of the constitution's provisions were unfair? Explain. (Accept all reasonable responses.)

- Judging by the Constitution of 1917, do you think the Mexican Revolution was a success? Can you tell whether the goals of Villa, Zapata and Madero were achieved? What additional information would you like to have in order to answer these questions? (The constitution was merely a statement of principles for the new government. One would have to examine the extent to which those principles were put into practice.)

- Did the Mexican Constitution of 1917 envision a more just society than existed before the Revolution? Explain. (Accept all reasonable responses.)

Summary/Application

. Instruct students to cut out and bring to class one newspaper article related in a general way to a part of the U.S. Constitution. (Articles might be related to Congress; the presidency; the Supreme Court; freedom of speech, religion, assembly, etc.) Have volunteers explain to the class how their articles show that the U.S. Constitution written in 1789 still guides our government today.

Worksheet B-9

The Mexican Constitution of 1917

TO THE STUDENT:

Pretend it is 1917 and you are Mexican citizens (Church leaders, rich landowners, business people, peasants, and workers). The Revolution has ended, and now a new constitution has been written for Mexico. You are asked to vote in your assigned role on each of its provisions. Check (✓) either the yes or the no column for each provision.

Constitucion de los Estados Unidos Mexicanos

The following principles will guide the government of Mexico:

	YES	NO
______________________________		
1. Freedom of speech and press	____	____
2. Freedom to petition the government	____	____
3. Freedom of religion	____	____
4. Freedom of assembly	____	____
5. Right to trial by jury	____	____
______________________________		
6. Free public elementary schools	____	____
7. Attendance at elementary schools required	____	____

____

8. Church schools forbidden ____ ____
9. Church ownership of land forbidden ____ ____
10. Number of priests limited ____ ____

____

11. Takeover of Church lands ____ ____
12. Purchase and breaking up of haciendas ____ ____
13. Distribution of land to peasants ____ ____
14. Ownership of land, minerals, and oil rights restricted to Mexicans; foreign ownership only under special conditions ____ ____

____

15. Right to form unions, bargain with employers, and to strike ____ ____
16. Right to a minimum wage ____ ____
17. Right to a maximum eight-hour day ____ ____

Adapted from Larry Cuban and E.H. McCleary, *Mexico* (Glenview, IL: Scott, Foresman and Company, 1975), p. 102.

TO THE STUDENT:

Above each group of provisions of the Mexican Constitution, write the heading that fits best. Choose from the following headings:

- Church
- Workers' Rights
- Education
- Personal Rights and Freedoms
- Land and Minerals

ESTADOS·UNIDOS·MEXICANOS

STRATEGY 10

The Mexican Constitution of 1917 was a statement of principle. Many of the changes it called for, like land redistribution, have yet to become a reality. In fact, before the 1930s very little was done to break up the large haciendas and distribute the land to the campesinos (peasants). Under President Lazaro Cardenas, who served from 1934 to 1940, some effort was made in this direction. Cardenas favored a community system of landholding in which the people of a village held the land in common. On some cooperative farms, or ejidos, all members shared the work of the entire farm and divided the profits. On others, the land was divided into small plots for each family. The ownership of the land was collective, but each family cultivated and managed its plot individually. This system of farming was similar to traditional Indian ways.

Located on the poorest, least productive land, often inefficiently managed and exploited by local politicians, the ejido program remained controversial. Even though two-thirds of its people worked in agriculture, Mexico in the 1930s continued to import food.

Between 1940 and 1970, the Mexican government sponsored many programs to help improve agriculture. The government paid for huge irrigation projects. Some programs helped to buy expensive farm equipment. Other programs experimented with new high-yield seeds. These seeds were the result of scientific research and were designed to grow bigger crops. But all these projects helped the big, mostly commercial, farms and ranches. These big farms--and a few ejidos--greatly increased production. But for the campesinos, life continued to be filled with hard work and little reward.

Concept

. Change

Understandings

. Change is a constant in history.
. Historical events have multiple causes and effects.

Content Objectives: Students will be able to:

. Explain why peasants fought in the Mexican Revolution.
. List and explain the changes in the life of peasants after the Revolution.
. Evaluate the Revolution in terms of its effects on Mexican peasants.

Skills Objectives: Students will be able to:

. Identify the causes of Pedro Martinez's attitudes and behaviors (identifying cause and effect)
. Distinguish fact from opinion in a story about Pedro Martinez. (distinguishing between fact and opinion)

Springboard to the Activity

. Ask students whether they have ever pushed, argued or worked for a big change in their home, school or neighborhood which was only partially achieved. Have them give specific examples.

Ask:

- Were you disappointed?

- In your disappointment, did you think it might have been better if you hadn't struggled for the change at all?

. Remind students that in 1910 Mexicans struggled for big change in their lives. That struggle was called the Revolution of 1910. Today students will read about a Mexican peasant who is very disappointed by the results of that revolution.

Word Warm-up: symbol, independent, communal

. Distribute Worksheet B-10 and ask students to focus on the underlined words (symbol, independent, communal) before beginning reading.

. Tell students, "Let's look for clues to the meaning of the word symbol in the words around it: 'These large estates were a symbol of evil to him.'"

. Write the following sentences on the board and say, "Let's look at some other sentences using the word symbol."

- The flag is a symbol of our country.

- The single white glove has become a symbol of Michael Jackson.

. Guide students to the conclusion that a symbol must be something that stands for something else.

. Have students next look at the word independent: "Pedro wanted to work as an independent peasant with land of his own."

. Tell students that the sentence says that an independent person is one who has his own land, his own way of making a living--a person who does not have to depend on anyone else.

. Then have students look at the word communal. Ask what other words they know that resemble communal. (Communism, commune, community.) Elicit the students' ideas about the meanings of these words. (For example: A community room in a housing project is a room shared by all the tenants. Our neighborhood is called our community. Communism is a form of government in which everyone shares ownership, and theoretically there is no private ownership.) Develop the idea that communal means "shared" or "owned by everyone in the community."

Development

. Distribute Worksheet B-10, "A Peasant's View of the Revolution." Have students complete the exercises. Review their responses and then have students explain their answers to the following questions:

- How would you describe Pedro Martinez's life? (His life, even after the Revolution, was a struggle for survival.)
- Why did Pedro fight with Zapata in the Mexican Revolution? (In order to become an independent peasant with land of his own.)
- Why does Pedro refuse to work on a hacienda as a peon? If you were in Pedro's place, how would you feel? (Haciendas are a symbol of evil to him. He was mistreated working on a hacienda in his youth.)
- How has Pedro's life and the lives of other peasants in his village changed since the Revolution? (Peasants are not as poor as they had been; many of the old evils have ended.)
- Why does Pedro think the Revolution was a failure? Do you think the Mexican Revolution was a failure? Explain. Would it have been better for the peasants if the Revolution had never happened? Explain. (Because he did not live much better than he had before the revolution; high prices and the need for cash made his life difficult.)

Summary/Application

. Have one student volunteer to be interviewed as Pedro Martinez. Have several students, in the role of reporters for the Mexican Times, prepare questions to be addressed to him. Stage the interview. Be sure that both the successes and failures of the Revolution are brought out.

A Peasant's View of the Revolution

TO THE STUDENT:

Pedro Martinez fought alongside Zapata in the Mexican Revolution. The following reading selection describes his view of the Revolution's real achievements.

For Pedro, as for most of the people in Azteca, getting enough money for food and clothing from one harvest to another was the biggest problem. Pedro could have doubled his income if he and his sons had worked as peons (laborers) throughout the year. But he refused to work or allow his sons to work on haciendas. These large, wealthy estates were still a symbol of evil to him. Pedro wanted to work as an independent peasant with land of his own.

It was because he wanted to become an independent peasant that Pedro had fought with Zapata in the Revolution. Pedro had worked for others since he was eight years old. First he tended cattle for his Uncle Agustin who often beat him. Then from age ten until after his marriage he worked as a servant and peon on haciendas. He also had been beaten there.

Pedro did not finish the first grade. He barely learned to read. His stepfather took him out of school to begin to work at a nearby hacienda. When the Revolution came, Pedro was already married and the father of a child. It was natural for him to side with Zapata. So Pedro joined the fight.

Old evils had been ended. The village regained the right to use its communal hillside land. Some lucky peasants received ejido (communal) land taken from the haciendas. Peasants were not as poor as before the Revolution. The selling of children as servants was stopped. School attendance increased. There was more personal freedom.

But for Pedro the Revolution was a failure. He believed that he did not live much better than he had before the Revolution. High prices and the increasing need for cash made life difficult. "What good is it to have freedom if we don't have enough to eat? Before it was the hacienda owners who used us badly. Now it is the government and the bankers. It's all the same."

Adapted from *Five Families* by Oscar Lewis. © 1959 by Basic Books, Inc., Publishers. Reprinted by permission of the publisher.

United Nations Photo.

EXERCISE 1

TO THE STUDENT:

The sentences below are based on the story of Pedro Martinez. Each sentence tells what happened. You must tell why it happened.

1. Pedro did not finish school because ______________________

____

2. Pedro and his sons refused to work on the large haciendas because ______________________________________

____

3. Pedro fought in the Revolution with Emiliano Zapata because

____

____

4. Pedro believed the Revolution was a failure because _______

____

____

5. Life for Pedro was difficult because ______________________

____

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EXERCISE 2

TO THE STUDENT:

Below are statements from the reading selection about Pedro Martinez. Write an F on the line next to each statement which is a fact. Write an O on the line next to each statement which expresses an opinion.

_____ Pedro did not finish the first grade.

_____ Pedro fought with Zapata in the Revolution.

_____ Pedro believed that he did not live much better than he had before the Revolution.

_____ "Whether the hacienda owners or the government and the bankers use the peasants badly, it's all the same."

STRATEGY 11

Persistent Mexican poverty has driven millions of people north of the border in search of job opportunities and higher wages. These immigrants have included an unknown number who entered the United States illegally. Many of these often unskilled Mexican-Americans have worked as seasonal farm laborers. As such they have been unprotected by Federal minimum-wage laws, unemployment insurance or Social Security.

Recently, matters have improved for Mexican-Americans (also referred to as Chicanos). Cesar Estrada Chavez, the son of a migrant farmer, is in no small way responsible for this turn of events. His efforts to organize seasonal workers and to lead them in traditional labor union tactics--boycotts, picketing, strikes--have met with some success and have won him the respect of national leaders like Robert F. Kennedy, who called Chavez "one of the greatest living Americans."

Concepts

- Immigration
- Change
- Cultural diffusion

Understandings

- Throughout history, people have migrated from their native homelands to other countries in search of better jobs and higher wages.
- All human beings have the right to an adequate standard of living.
- Individuals and groups have used various methods, nonviolent and violent, to effect change.
- Increased contact between cultural groups results in cultural diffusion.

Content Objectives: Students will be able to:

- Explain reasons for Mexican immigration to the United States.
- Describe the plight of seasonal farm workers in the United States.
- Compare the ideas of Cesar Chavez to those of Mohandes Gandhi and Martin Luther King, Jr.
- Evaluate the tactics used by Cesar Chavez to improve the lives of his fellow Mexican-Americans.

Skills Objectives: Students will be able to:

- Match causes in a story about Cesar Chavez to their effects. (identifying cause and effect)
- Write an argumentative essay, explaining reasons for their position. (taking and defending a position)

Springboard to the Activity

- Ask students to list some of the problems experienced by different ethnic groups upon arriving in the United States. Ask whether some individual, or individuals, led the group's struggle to improve their lives in the United States. (If students cannot answer these questions, tell them some general problems faced by immigrants and some significant leaders, or have them ask relatives and report back to the class.)

- Tell students that there are many Mexican-Americans living in the United States. Today students will examine some of the problems they have faced here and read about a man who had led them in their struggle for a better life in America.

Word Warm-up: boycott, nonviolent, strike

- Write the following words on the chalkboard:

  nonexistent
  nonsense
  nonhuman

- Ask what each word means. (Not existent, not with sense, not human.) Underline the prefix non- in each word and elicit the meaning of the prefix. (Not.)

- Write the word violence on the chalkboard and elicit ideas on its meaning. (Violence is the use of physical force--human, animal, or machine--to cause pain or destruction.)

- Add the prefix non- to the word violence and elicit the meaning of the new word. (Not with violence.) Then have students imagine that two children are quarreling about who can use a favorite toy. Elicit ways the children can settle their difference nonviolently. (The children may discuss the problem, flip a coin, ask a parent to decide, etc.) Contrast this with violent solutions, such as a physical fight.

- Tell students that groups of people also can disagree. In settling their differences they must decide between the use of violence and nonviolence to get what they want.

- Boycott, which means to refuse to buy a certain product, also means to ignore a person, to cut someone out. This word came into our language this way: In 1880, there was an English land agent in Ireland. His name was Captain Charles Boycott. He was so cruel and strict that the people in that part of Ireland simply ignored him and made sure that no one would have anything to do with him.

- Elicit examples of boycotts. If necessary prime the pump, e.g., during World War II, many Americans boycotted German products.

. The word strike here means an organized effort of workers to get better money and working conditions by refusing to work. However, to show the class that words can mean many things depending on the context, ask a student to look up strike in an unabridged dictionary. How many definitions does the dictionary offer? (The Random House offer 85 definitions for strike.) Suggest some other usages of the word: strike a match; strike oil; strike it rich; make a strike; strike three, you're out! Have students define strike in the context used here.)

Development

. Distribute Worksheet B-11, "A Famous Mexican-American." Have students complete the excercises. Review their responses and then have students explain their answers to the following questions:

- What story does this letter tell about the role of Cesar Chavez in improving the lives of his fellow Mexican-Americans? (Chavez has led in the struggle to organize a union among seasonal farm workers in the U.S., many of whom are Mexican-Americans.)
- Why have millions of Mexicans come to the United States? (They have come in search of better jobs and higher wages.)
- What problems have many Mexican-Americans faced in the United States? (Low wages and poor working conditions.)
- How has Cesar Chavez tried to help his fellow Mexican-Americans? What methods has he used? (Chavez organized a strong labor union with which growers must bargain. He has used picketing, strikes and boycotts.)
- How do the methods and ideas of Cesar Chavez compare with those of Mohandes Gandhi and Martin Luther King, Jr.? (Chavez, like Gandhi and Dr. King, advocates nonviolence.)
- Were picketing, strikes and boycotts the best way to convince growers to bargain with Chavez's union? Why or why not? What do you think would have happened if Chavez and the migrant workers had used violence against the growers? Explain. (Accept all reasonable answers.)
- Is Cesar Chavez a great Mexican-American? Explain. (Accept all reasonable responses.)

Summary/Application

. Have students roleplay the following situations:

- Cesar Chavez tries to convince a group of migrant workers to join together in a strong union.
- An American college student tells the manager of his local supermarket that he will not buy the store's nonunion grapes.
- Cesar Chavez meets a migrant worker who thinks violence is the way to get growers to pay workers higher wages.

A Famous Mexican-American

TO THE STUDENT:

In the following letter, a mother tells her daughter about the role played by Cesar Chavez in improving the lives of Mexican-Americans (sometimes called Chicanos).

December 2

Dear Elena:

I was happy to learn from your last letter that your professor asked you to write a report about the greatest living Mexican-American. If I were you, my choice would be Cesar Chavez. I will explain my reasons.

As you know, millions of Mexican-Americans today live in the United States--mostly in the Southwest. Some Chicanos are descendants of people who settled in the region when it was still part of Mexico. Many more came to the United States in this century. These Mexicans crossed the border searching for better jobs and higher wages than their native land could offer.

Because many of these immigrants had little or no education and few job skills, they had to do any work they could find. For many, this was seasonal farm work. They would travel from one large farm to another picking different crops. These migrant farmers had to accept whatever low pay was offered to them, for there were more workers than jobs.

Cesar Chavez's own early experiences made him try to change this situation for migrant workers. Cesar started working in the fields as a child with his parents. He followed the crops from southern Arizona to northern California. Cesar and his family moved so often that he could not even finish the eighth grade.

In 1965, Cesar began to organize a labor union for seasonal workers. He called his union the United Farm Workers. He believed that if workers united together they would be able to bargain with farm owners to improve wages and working conditions.

To organize his union, Cesar used the methods of other unions--picketing, strikes and boycotts. When Cesar

Adapted from *HISTORY OF A FREE PEOPLE* by Henry W. Bragdon and Samuel P. McCutchen. (Copyright © 1981 Macmillan Publishing Co., Inc.).

asked Americans to boycott California grapes picked by workers who did not belong to his union, he was very successful. Grape sales in New York City went down by a third. Finally, after five years, most California grape growers gave in and signed agreements with the United Farm Workers.

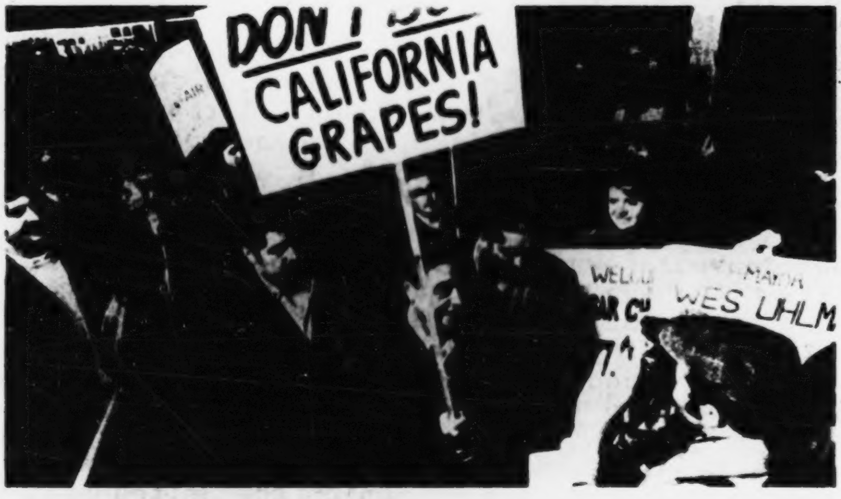
Cesar Chavez used nonviolent methods like the great Indian leader Mohandes Gandhi and the great American black leader Martin Luther King, Jr. When members of his union used violence, Chavez--like Gandhi in a similar situation--refused to eat for 23 days.

Chavez has said he tried "to overcome with love and compassion, with hard work and long hours, and... with prayer and fasting." Robert F. Kennedy once called Chavez "one of the greatest living Americans."

My dear Elena, I hope you now understand why I, too, think that of all Mexican-Americans, Cesar Chavez is greatest.

With love always,

Mama



Milton Finkelstein et al. *Minorities: U.S.A.* (New York: Globe Book Company, Inc. 1971), p. 180.

Cesar Chavez leads his United Farm Workers in picketing a Seattle, Washington supermarket.

EXERCISE 1

TO THE STUDENT:

Match each cause below to its effect. Place the letter of the effect on the line at the left of its cause.

		CAUSES		EFFECTS
_____	1.	Many Mexicans could not make a living in their own country.	A.	Many Mexicans came to the United States searching for work.
_____	2.	Many immigrants from Mexico had little education and few job skills.	B.	Cesar Chavez did not attend school enough to finish the eighth grade.
_____	3.	Cesar Chavez's family moved often to pick crops.	C.	Cesar Chavez modeled nonviolent action by refusing to eat for 23 days.
_____	4.	Cesar Chavez asked Americans to boycott grapes.	D.	Many immigrants from Mexico had to do unskilled seasonal farm work.
_____	5.	Some members of the United Farm Workers used violence against the growers.	E.	Most California grape growers decided to sign agreements with the United Farm Workers.

EXERCISE 2

TO THE STUDENT:

Pretend you are Elena, the student who must write a report on the greatest Mexican-American. Your mother has convinced you that Cesar Chavez is that person.

Using the following guiding phrases, complete your report below.

My choice for the greatest living Mexican-American is Cesar Chavez. One reason for my choice is ____________________

____

____

Another reason for my choice of Chavez is _______________

____

____

____

My final reason is ______________________________________

____

____

____

Subtheme C *Building a Modern Economy*

RATIONALE

When big oil deposits were discovered in 1979, hopes were raised that Mexico's resulting economic boom would soon allow it to join the developed nations of the world. Pressured then by the demands of oil-hungry industrial countries, chief among them the United States, to develop and sell its oil quickly, the Mexican government, which owns and operates the oil industry (called Pemex), opted for slow development while gradually building the base of a strong economy.

In the early 1980s, however, the boom became a bust. To begin all kinds of development projects, the Mexican government had incurred a huge foreign debt. When the 1981 worldwide recession resulted in a decreased demand for oil, Mexico found itself unable to pay those debts. Consequently, government development projects were abandoned. Unemployment and inflation increased.

STRATEGY 1

Mexico today is one of the most developed of the developing nations. In comparison with other Latin Americans, the average Mexican enjoys better health, greater opportunity and more freedom. Yet, as significant as change has been, the general standard of living for the vast majority of Mexicans remains far below that in the developed, or industrialized, countries.

Some of the factors that distinguish developing nations from developed countries include population growth, per capita gross national product (which is reflected in the standard of living), extent of industrialization, life expectancy and literacy.

Concepts

- Technology
- Development

Understandings

- The levels of development and the standards of living of people vary widely.

Content Objectives: Students will be able to:

- Explain the difference between a developed and a developing nation.
- Explain why Mexico is considered a developing nation.

Skills Objectives: Students will be able to

- Interpret graphs comparing Mexico and the United States. (interpreting graphs)
- Make and express inferences about the differences between a developed and a developing nation. (making inferences)
- Form a hypothesis about the problems facing developing nations. (forming a hypothesis)

Springboard to the Activity

- Have students close their eyes and imagine they are visiting Country A. While traveling there, they have noticed the following: the average person dies before 65 years of age; four out of ten children attend high school, almost half the people make their living by farming; goods and services produced in Country A are worth about 1/5 as much as goods and services produced in the United States; and the population of Country A is growing much faster than the population of the United States.
- Ask students:
  - Is Country A as "developed" as the United States?
  - Which is a better term for Country A--a "developed" or a "developing" nation?
- Tell students that today they will examine how developed Mexico is as compared to the United States.

Word Warm-up: expected, goods, services

. Write the following sentences on the chalkboard:

- Hector expected to open presents at his birthday party.

- The child looked forward to greeting his expected sister or brother.

. Ask students:

- What do you think expected means?

- How did you figure this out?

- What would a graph entitled "Expected Population of the United States in the Year 2000" show?

. Have students use the word expected in original sentences.

. Write the following definitions on the chalkboard, and discuss them with students.

- Goods--products that can be touched and that satisfy human needs and wants

- Services--actions that satisfy human wants and needs

. Put the following list of scrambled goods and services on the chalkboard:

toaster	banking
a dress	a computer
dental work	education
dry cleaning	a doll
meat	a bus ride

. Have students differentiate the goods from the services.

Development

. Distribute Worksheet C-1, "Comparing a Developed Nation and a Developing Nation." Help the class interpret Graph 1, regarding population growth. Show students that, although the United States, a developed nation, has a much larger population than Mexico in absolute numbers, the rate of Mexican population growth is expected to be much higher than that of the United States. (Note: The concept of growth rate involves an understanding of proportion, which may be a troublesome concept for some fifth graders.)

. Now divide the class into four groups. Assign one of the remaining graphs on the worksheet to each group. Instruct each group to examine its assigned material and prepare to explain to the class what it shows. Have a representative of each group explain the assigned graph.

. Instruct students to complete the exercise which follows on the worksheet. Review their responses and then have students explain their answers to the following questions:

- What evidence does each graph give you about why the United States is called a developed nation while Mexico is called a developing nation? (The standard of living for most Americans, as indicated by each of the graphs, is far above that for the vast majority of Mexicans.)

- What characteristics make a developed nation different from a developing nation? (Be sure students realize that the terms apply to economic and technological development and not to cultural values, customs, etc.) (Population growth rate; per capita gross national product, i.e., the value of goods and services produced per person; extent of industrialization; literacy and life expectancy.)

- Of all the graphs, which one most clearly shows the difference between a developed and a developing country? Explain. (Accept all reasonable responses.)

Summary/Application

. Have each student pretend to be the head of government in a developing country like Mexico. Instruct her/him to write a speech to the people, explaining (1) what national problems need to be solved and (2) how he/she will solve them. Ask several students to deliver their speeches to the class.

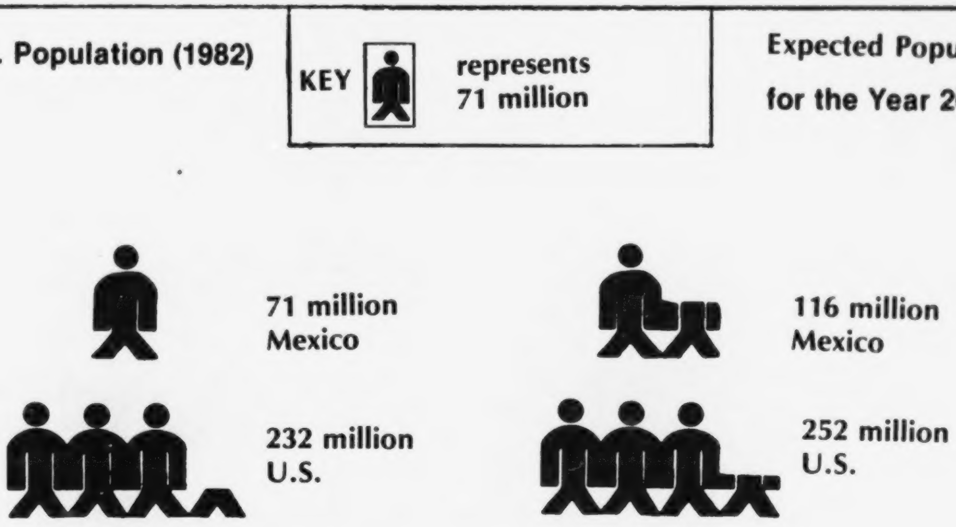
Comparing a Developed Nation and a Developing Nation

TO THE STUDENT:

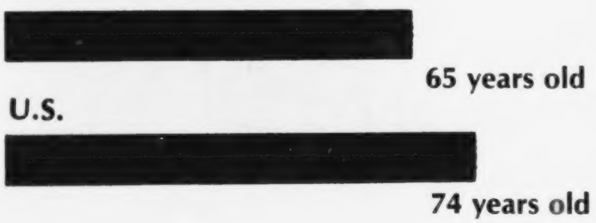
Study the five graphs that follow. What evidence does each graph give you about why Mexico is called a developing nation while the United States is called a developed nation?

1. Population (1982)

Expected Population for the Year 2000

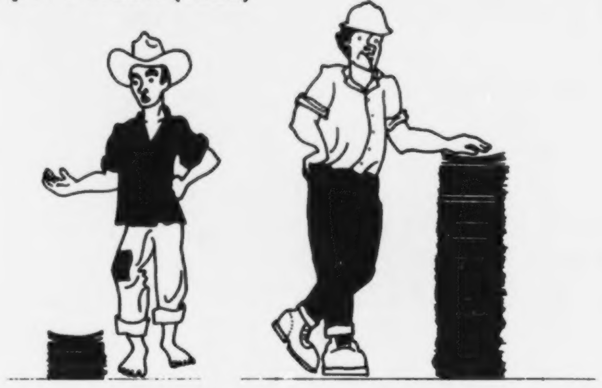


2. Life Expectancy at Birth

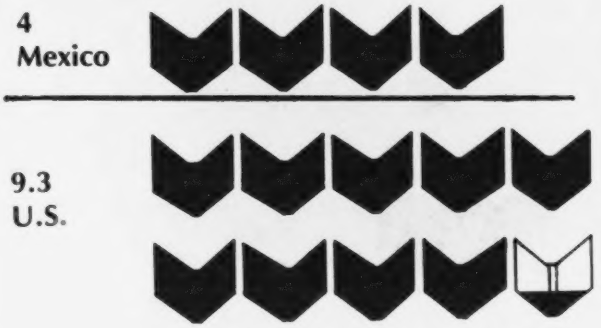


Global Perspectives in Education, Inc.

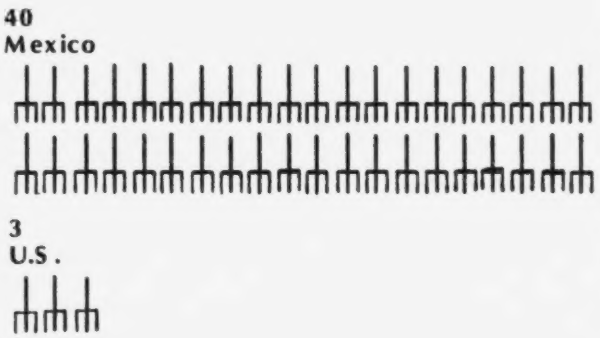
3. Value of Goods and Services Produced per Person (1982)



4. Number of Children Enrolled in Secondary School (Out of Every 10 Eligible Children in 1977)



5. Number of People Working in Agriculture (Out of Every 100 People in 1982)



TO THE STUDENT:

Look back at the five graphs. Then check (✓) the statements below which can reasonably be made based on the graphs only.

_____ 1. The health of Americans is better than the health of Mexicans.

_____ 2. Mexico's population is growing at a much faster rate than the population of the United States.

_____ 3. Mexico has more industry than the United States has.

_____ 4. Mexicans own more goods and use more services than Americans do.

_____ 5. The United States has a more educated population than Mexico has.

STRATEGY 2

Before the worldwide recession of 1981, the Mexican economy was growing at the incredible rate of 8 percent a year. This growth rate was one of the highest in the world. It meant lots of new jobs (4 million between 1978 and 1981); more money for those already working; new public projects, including schools, roads, and health care; and a higher standard of living for many Mexicans.

Much of the Mexican economy's growth was due to discoveries in 1979 of oil and natural gas deposits. Oil has always played an important role in the Mexican economy. The new 1979 discoveries, however, quadrupled the government's estimated oil reserves. For a short period of time, the economy boomed.

Concepts

- Environment
- Natural resource

Understandings

- People are affected by their physical environment as they attempt to fulfill basic needs.
- Availability of resources is important to a nation's economic growth.

Content Objectives: Students will be able to:

- Define natural resource.
- List several uses of oil and its products.

Skills Objectives: Students will be able to:

- Interpret a cartoon and graphs depicting the Mexican oil boom. (interpreting cartoons and graphs)

Springboard to the Activity

- Distribute Worksheet C-2, "Mexico's Oil Boom." Refer students to the stick-figure drawing in the upper-left corner of the worksheet.

- Ask students:

  - What do you see in the drawing?

  - Why is the person beside the oil well happy?

  - Would New Yorkers have reason to be happy if oil was discovered in our region?

  - Why is oil a valuable resource?

- Tell students that oil is called a natural resource. On the chalkboard write:

    Oil = natural resource

- Ask students:
  - What does this picture tell you about why oil is called a natural resource? (It is a gift of nature used to produce goods and services.)

- Tell the class that in 1979 vast new oil deposits were discovered in Mexico. Today they will examine how those discoveries led to a great boom, or growth, period in Mexico.

Word Warm-up: boom, annual, average

- Write the following sentences on the chalkboard:
  - As a result of the 1983-84 Cabbage Patch boom, too few dolls were available for the many children who wanted them.
  - The discovery of gold in California led to a boom.

- Ask students:
  - What do you think boom means? (A sudden increase as in growth, wealth, or popularity.)
  - How did you figure this out?
  - Has a boom occurred in the computer industry?

- Have students use boom in original sentences.

- Write the following sentences on the chalkboard:
  - In 1984, Mr. Jones's annual salary was $20,000.
  - I always go to the annual Thanksgiving Day parade on Broadway.

- Ask students:
  - What do you think annual means?
  - How did you figure this out?
  - Does your family take an annual vacation?

- Have students use the word annual in original sentences.

- Review the meaning of average with students by asking them to solve the following problem:
  - If in Country A 100 barrels of oil were produced in 1980, 200 barrels in 1981, 300 barrels in 1982, 400 in 1983, and 200 in 1984, what was the average number of barrels of oil produced each year?

- Invite students to come up with the meaning of average.

- Refer students to Worksheet C-2. Have them look at Graph A, called "Mexico's Oil Production," and have them complete the corresponding exercise. (Note: Some students may need help reviewing how to read the graph.) Review students' responses and then have them explain their answers to the following questions:

  - What trend does this graph show for oil production in Mexico? (Mexican oil production rose steadily, with the most dramatic growth after 1977.)

  - Why do you think Mexico's yearly oil production increased so quickly? (New oil deposits were found in Mexico in 1977.)

- Refer students to Graph B, the graph called "Mexico Joins the World's Oil Powers." Have students complete the corresponding exercise on the worksheet and review their responses. Then have students explain their answers to the following questions:

  - How does the oil supply of the United States compare with that of Mexico? Explain. (Mexico's proven oil reserves are about twice that of the United States.)

  - Why do you suppose Mexico is now called one of the world's oil powers? Explain. (Mexico is one of the world's leading oil producers. The nations which possess this natural resource, so valuable to the industrial countries, wield power.)

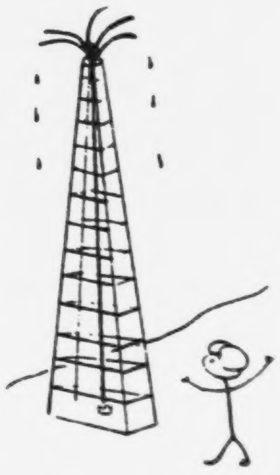
Summary/Application

- Ask students to draw a balloon above the Mexican stick figure in the drawing at the upper-left corner of the worksheet. Have students write what the figure in it--a Mexican--might say after having examined all the information on the worksheet.

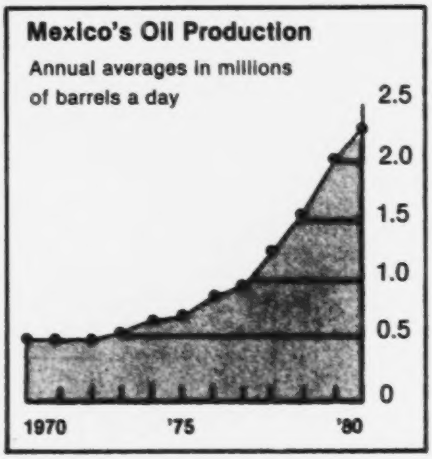
Mexico's Oil Boom

TO THE STUDENT:

The graphs below tell about Mexico's recent oil boom. Study each one and then answer the questions about it.



A



1. What does the title of Graph A mean? ______________________________

____

2. To what do the numbers on the bottom of Graph A refer? ________

____

3. What do the numbers on the side of Graph A mean? ______________

____

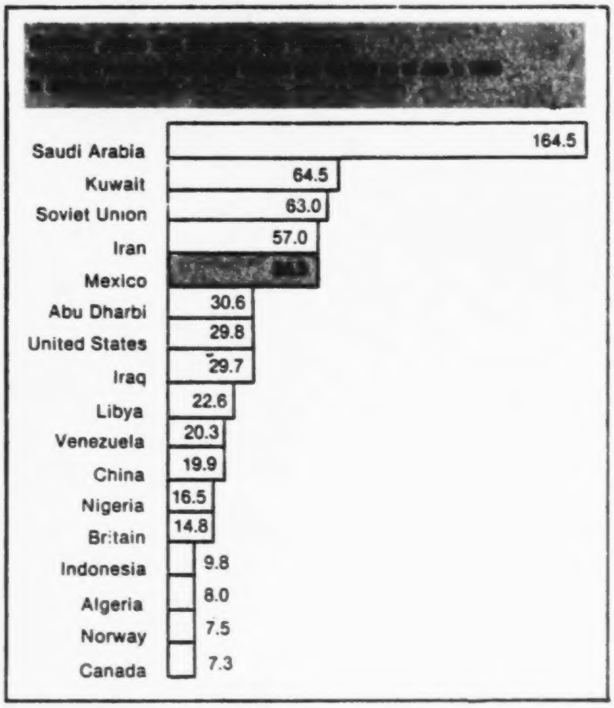
4. How many millions of barrels of oil a day were produced in Mexico in 1977? ____

5. What was the first year in which Mexico more than doubled the amount of oil it produced in 1970? _________________________

6. What happened to Mexican oil production after 1980? ___________

____

B



Source: International Petroleum Encyclopaedia

7. As of January 1, 1982, which country in the world had the the largest oil supply? ______________________________

8. How many countries had larger oil supplies than Mexico?

____

9. How many countries on Graph B had less oil than Mexico?

____

STRATEGY 3

The discovery of new oil deposits in 1977 posed a problem for the Mexican government: how to use the new-found wealth. Should Mexico, like some of the OPEC nations, develop its oil quickly, sell it, and use the profits to eradicate poverty? Or should Mexico instead ask its people to wait for the consumer goods they need and develop the precious resource slowly, gradually building the base of a strong economy? From the start, Mexico's government opted for the second policy.

Concepts

- Natural resource
- Development
- Capital goods
- Interdependence

Understandings

- The availability of resources is important to a nation's economic growth.
- The level of development and the standard of living of people vary widely.
- Nations depend on each other for resources and products.
- The production of capital goods--such as machines, factories, and roads--is a key factor in providing more consumer goods.

Content Objectives: Students will be able to:

- Explain the importance of oil in modern industrial societies.
- Analyze the two basic ways Mexico might have used its new-found oil income.
- Evaluate Mexico's decision to use its oil income to build a modern economy.

Skills Objectives: Students will be able to:

- Predict the consequences of solutions to problems which faced the Mexican government. (predicting consequences)

Springboard to the Activity

- Tell students to imagine they have just won $5 million in the lottery. Ask them:

  - How would you feel?

  - What would you do with your new-found wealth? Would you spend it quickly on things like fancy cars and vacations for yourself, your family, and friends, or would you put it in the bank, invest it, draw from it slowly, use it to give yourself and your brothers and sisters a fine education? Explain.

  - Which way of using your new wealth would be better in the short run? In the long run?

- Tell students that when Mexicans found new oil deposits in 1977, it was in some ways like winning the lottery. Today we will examine how the Mexicans decided to use their new wealth.

Word Warm-up: crude oil, refined oil

. Ask if any students have seen a film or television program on which someone struck oil. How did the oil look as it came out of the ground? (It was black and thick.) Does gasoline which we use in automobiles look like that? What's the difference? (It has been cleaned, or refined.) (To emphasize this difference, a visual aid can easily be constructed. One bottle of water colored with black ink can be labeled "crude oil" and another bottle of water colored with orange food coloring can be labeled "refined oil." Put the two bottles on either end of the chalkboard ledge. Draw a simplified refinery in the middle and sketch a pipeline from the crude oil to the refined oil. Label the sketch in the middle "refinery.")

. You may also note in passing that the words crude and refined are also used to describe human behavior. A child who eats mashed potatoes with her hands and wipes her mouth on her sleeve is called "crude." A child who eats neatly and uses a napkin is called "refined."

Development

. Distribute Worksheet C-3, "The Oil Decision." Have all the students read the portions of the worksheet headed "The Setting" and "Advising the President." After reading, have students restate the basic facts of the situation which led up to the problem, "How would Mexico use its great new wealth?"

. Divide the class into six groups. Designate half of the groups as Task Force A, the other half as Task Force B. Pair the three A groups with the three B groups. Then have each group read its assigned task force policy card. Announce that each group's job is to make a plan for Mexico's oil income and "sell" this plan to the opposing task force group with which it is paired.

. Have representatives of the various groups report on how successful they were in selling their plans to the opposing groups.

. After these negotiations, tell students that from the start former Mexican President Lopez-Portillo and his advisors were determined to build the base of a strong economy. "We must begin to construct the cities of the 21st century," Portillo said.

. Now have the class complete the exercise on the worksheet. Review students' responses and then have them explain their answers to the following questions:

  - What decision did the Mexican government face when big supplies of new oil were found? (How would the nation use its new-found wealth?)
  - Why did the discovery of those oil fields mean new wealth for Mexico? Why would industrialized nations, like the United States, want to buy Mexico's oil? (Industrial nations would import Mexican oil to fuel their factories, their automobiles, transportation systems, etc.)

- Why do you think Mexico chose slow development over fast profits? Explain. (Slow development would build the base of a strong economy and thereby insure a better future for Mexico in the long run.)

- Was slow development the right decision for Mexico? Is it wiser to plan for the future than to satisfy present wants and needs? Explain. (Accept all reasonable responses.)

Summary/Application

. Have students pretend to be Mexican peasants or workers in the late 1970s. Instruct them to write a letter to the president of Mexico (1) stating their opinion of the government's choice of slow development and (2) explaining two reasons for that opinion.

The Oil Decision

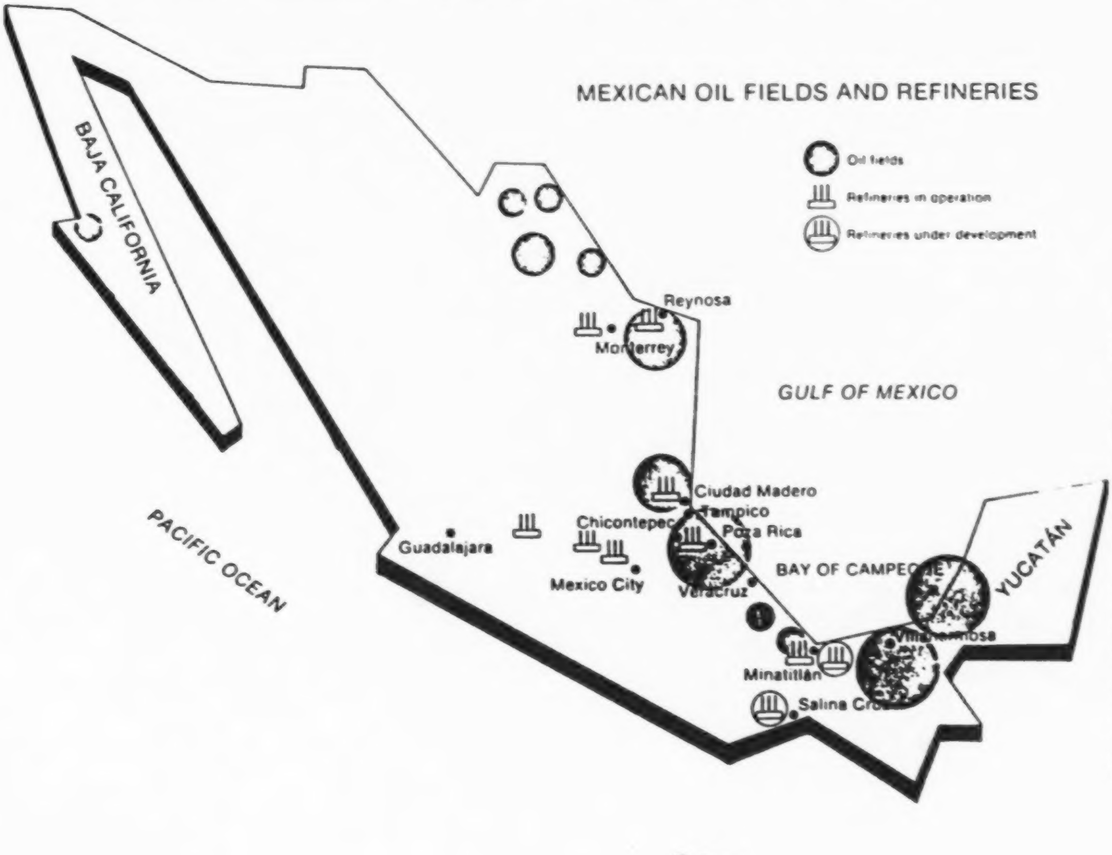
TO THE STUDENT:

The reading selection below describes an important decision faced by the government of Mexico when new oil deposits were discovered in that country in 1977.

THE SETTING

The news began coming in from the field offices slowly. Mexico had oil, the reporters said. Small supplies had been tapped for years. But this was new. And a new sense of excitement was building in the government offices.

By late 1977, the government people could see just how good the news was. Mexico, they reported to the president, was one of the richest oil nations in the world. Perhaps the richest. The map below shows the locations of Mexico's oil fields and refineries (industrial plants for purifying the oil).


MEXICAN OIL FIELDS AND REFINERIES
Oil fields
Refineries in operation
Refineries under development
BAJA CALIFORNIA
Reynosa
Monterrey
GULF OF MEXICO
Ciudad Madero
Tampico
Poza Rica
Chicontepec
Guadalajara
Mexico City
Veracruz
BAY OF CAMPECHE
YUCATÁN
Villahermosa
Minatitlán
Salina Cruz
PACIFIC OCEAN

Faina, based on information supplied by the Embassy of Mexico, Washington, D.C. Reproduced by Global Perspectives in Education, Inc.

Jose Lopez-Portillo, president of Mexico, was amazed by the news. A few months earlier, Mexico was thought to be a poor country. It was a developing nation--trying to develop a modern economy with little money.

Now, suddenly, the oil explorations were paying off. Early in 1978, President Lopez-Portillo reported to the nation that Mexico had 20 billion barrels of oil ready to be taken from the ground. Even more was in partially explored lands. The total might be as high as 200 billion barrels.

Just one year later, he had to give a new report: Mexico's supply of oil might be 500 billion barrels. That would be even more than Saudi Arabia. Saudi Arabia had always been thought to have half the world's known oil supplies.

President Lopez-Portillo and his advisors held endless meetings. They invited specialists in dozens of fields to offer advice. The key question to be decided was: How would Mexico use its great new wealth?

ADVISING THE PRESIDENT

TO THE STUDENT:

There are two groups of presidential advisors: Task Force A and Task Force B. You will be assigned to one of these. Each task force will create a plan. Then the two groups will meet together to see which plan will be given to the president.

Task Force A

You feel that Mexico should refine and sell as much oil as possible. Every nation in the world needs oil, and billions of dollars will pour into Mexico for years. People will not be poor any longer. The goods people want--fancy cars, special foods, gold watches, and hundreds of other items--can be bought from other countries. Education and health services will be improved. Some can be provided free.

Task Force B

You think that the oil should be developed slowly. The goal should be to make Mexico a modern industrial nation. That cannot be done quickly. It will take time to train workers; to build factories, mills and mines; to improve agriculture. Mexicans also have to build more roads and railroads for better movement of goods. The United States and other countries can be invited to invest their money in these projects. This plan will take longer to end poverty, solve the problems of the cities, and improve schools. But in the end, Mexico will be a part of the modern world.

TO THE STUDENT:

Listed below are the two choices that faced the government of Mexico when oil deposits were found there in 1977. In Column 1, write what you think each choice would produce in a short period of time. In Column 2, write what you think each choice would produce in the distant future. In column 3, write your advice.

Choices	1 What will happen in the short run?	2 What will happen in the long run?	3 Your advice
Mexico should refine and sell as much oil as possible.			
Mexico should develop its oil slowly.			

STRATEGY 4

The discovery of extensive new oil fields in Mexico happened at a time when industrialized countries like the United States needed to import oil. As a developing nation, Mexico needed many things from other countries (technology, investments, goods). Through trade, Mexico could export its oil and in exchange import items needed to improve its economy.

Concepts

. Exports
. Imports
. Foreign trade
. Interdependence

Understandings

. Nations must trade beyond their borders to survive.
. Nations depend on each other for resources and products.

Content Objectives: Students will be able to:

. Define and use the terms import, export, foreign trade.
. Identify two ways oil has helped Mexico.
. Describe the economic interdependence of Mexico and the United States.

Skills Objectives: Students will be able to:

. Interpret a line graph showing Mexico's foreign trade from 1970 to 1980. (interpreting a graph)
. Interpret a cartoon about the U.S. response to Mexico's new-found oil. (interpreting a cartoon)

Springboard to the Activity

. Have students brainstorm a list of items they and their families own which have been brought into the United States from another country. [Students may mention specific items such as cars, electronic equipment (cameras, televisions, stereos, computers), clothing, food and toys.] Ask students if they are able to identify the countries from which these goods came. Have them locate these countries on a wall map of the world.

. Ask students:

  - Why do you think these goods were brought into the United States from other countries?

  - Does the United States send any of its products to other nations? What? To which countries?

  - Is it good for the United States to buy goods from other countries? Is it good for the United States to sell goods to other countries? Explain.

- Tell students that today they will examine a graph showing the amount of goods the United States sent to Mexico from 1970 to 1980 and the amount of goods Mexico sent to the United States.

Word Warm-up: import, export, foreign

- Using a wall map, have students locate cities on the Gulf of Mexico which are ports. Write on the chalkboard:
  - Goods coming into ports are imports.
  - Goods going out from ports are exports.
- Ask students:
  - If Mexico is selling oil, is it importing or exporting oil?
- Write the following on the board:
  - Exports--Goods go out, and money comes in. Exporting is selling.
  - Imports--Goods come in, and money goes out. Importing is buying.
- Put the following sentences on the chalkboard:
  - The girl likes foreign foods, especially Italian, French, and Spanish dishes.
  - Your parents are part of foreign trade when they buy Toyota cars from Japan or Volvo cars from Sweden.
- Ask students:
  - What do you think foreign means?
  - How did you figure this out?
  - Do Americans need foreign trade? Why?
- Have students use foreign in original sentences.

Development

- Distribute Worksheet C4A, "Mexico's Foreign Trade." After students have studied the graphs, have them complete the exercise and review their responses. Then have students explain their answers to the following questions:
  - What do the words "Mexico's foreign trade" mean in the title of this graph? (The buying and selling of goods between Mexico and other countries.)

- What do you think Mexico was exporting to the United States in great amounts after 1977? Explain. (Huge oil deposits were discovered in Mexico in 1977. This oil was in demand in the U.S.)

- What evidence does the graph give that most Mexican exports went to the United States? What evidence does the graph give that most Mexican imports came from the United States? (For example, in 1980, $12 billion of the $18 billion worth of goods imported into Mexico came from the U.S.)

- How do these graphs show that countries are dependent on each other? Why do you suppose this is called interdependence? Explain. (These graphs show that Mexico needs to sell its products to other countries and that these countries need to buy from Mexico. The prefix inter- means "between or among." These graphs show the trade links between Mexico and the U.S.)

. Distribute Worksheet C-4B, "Uncertain Neighbors: The United States and Mexico." Have students examine the cartoon and complete the exercise on the worksheet. Review their responses and then have students explain their answers to the following questions:

- According to the cartoonist, why has the United States become interested in Mexico? (The U.S. has become interested because it needs Mexico's new-found oil.)

- Why does the United States need oil and its products? (We need fuel for our machines, automobiles, airplanes, etc.)

- How does the cartoon show interdependence? (The cartoon suggests the link between the U.S. and Mexico which resulted from the discovery of new oil in Mexico in 1977.)

- How does the cartoonist feel about the U. S. response to Mexico's new oil? Do you agree or disagree with the cartoonist's point of view? Explain. (The cartoonist feels that the U.S., indifferent to Mexico before the discovery there of oil, has only taken an interest in that nation because of what Mexico can now do for the U.S.)

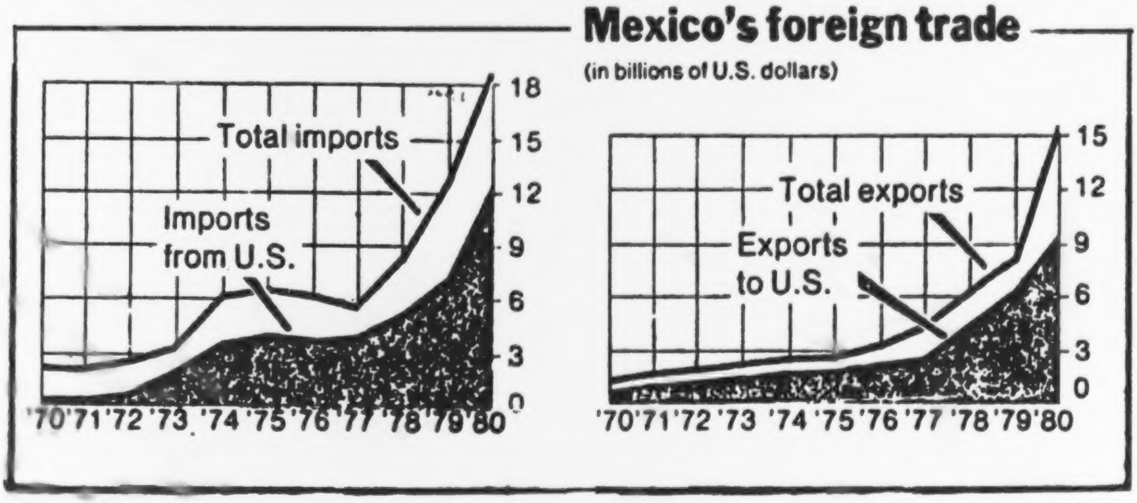
Summary/Application

. Have students pretend to be Mexican citizens who have just seen the cartoon on Worksheet C-4B in their newspaper, The Mexican Times. Instruct students to write a letter to the editor (1) stating their opinion of the cartoon and (2) explaining three reasons for that opinion.

Mexico's Foreign Trade

TO THE STUDENT:

The graphs below show Mexico's imports and exports. What part of those imports come from the United States? What part of those exports go to the United States? Answer the questions which follow.



Mexico's foreign trade

(in billions of U.S. dollars)

1. On these graphs which two countries are shown to be trading?

____

2. What do the numbers at the bottom of the graphs mean? ______

____

3. What do the numbers at the side of the graphs mean? ________

____

4. Did the amount of Mexican exports to the United States increase or decrease after 1977?

____

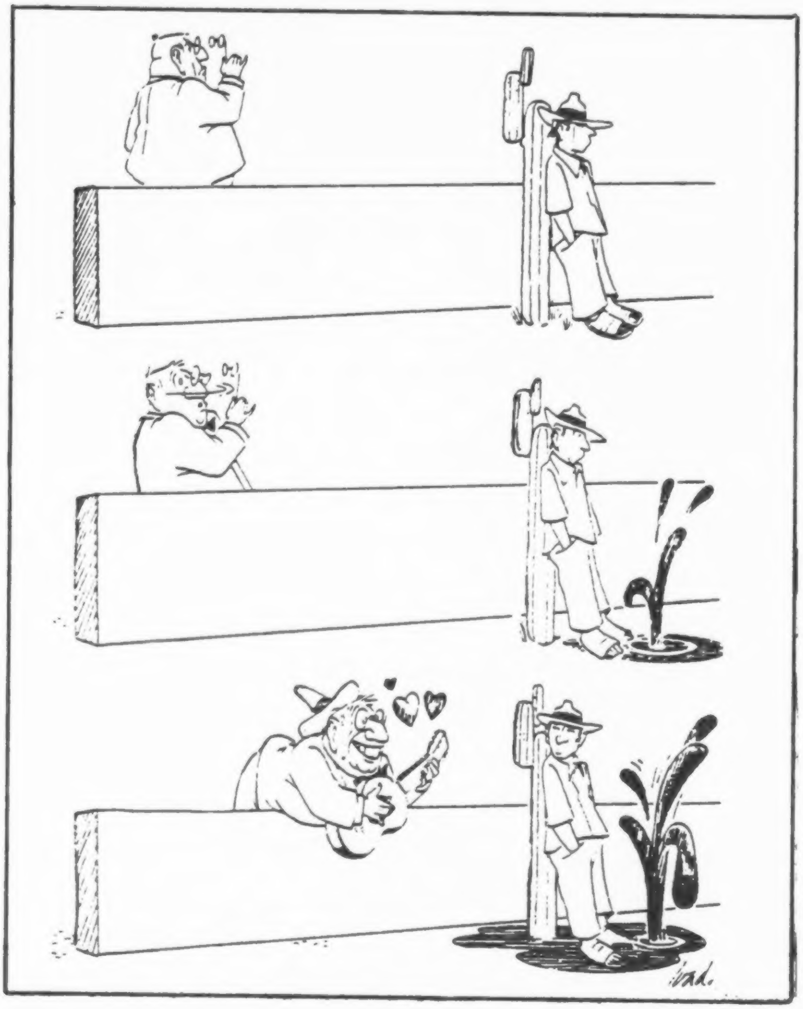
5. Did the amount of Mexican imports to the United States increase or decrease after 1977?

____

Uncertain Neighbors: The United States and Mexico

TO THE STUDENT:

Examine the cartoon and write your answers to the questions that follow.



© Vadillo-El Sol de Mexico/Rothco.

1. What does the man on the right represent? ____________

____

2. What does the man on the left represent? ____________

____

3. How does the situation of the man on the right change? ___

____

4. How does the reaction of the man on the left change? ______

____

5. How would you explain the title of the worksheet? _________

____

____

STRATEGY 5

In the area where vast new oil reserves were discovered in the late 1970s, the Mexican people experienced an economic boom. Rapid economic growth brought drastic changes to what had been essentially a farming region. Some of these changes were good; others were bad.

In the early 1980s, however, the boom became a bust. To begin all kinds of development projects, the Mexican government, owner and operator of the oil industry, had borrowed billions of dollars from foreign countries. By 1981, the world demand for oil had decreased so much that Mexico was unable to pay its foreign debts. As a result, government projects were abandoned, and unemployment and inflation increased.

Concepts

- Economic growth
- Monopoly
- Interdependence

Understandings

- Nations depend on each other for resources and products.
- Events that occur in one country have an impact on other countries.

Content Objectives: Students will be able to:

- Describe positive and negative effects that the discovery of oil had on the state of Tabasco.
- Explain the impact on Mexico of the 1981 worldwide recession and the resulting decrease in the demand for oil.

Skills Objectives: Students will be able to:

- Place events in the state of Tabasco in sequential order. (sequencing)
- Categorize the problems that the discovery of oil created in Tabasco. (categorizing)

Springboard to the Activity

- Tell the students that the Cabbage Patch doll was created by a man in a small town in Appalachia. He took his idea to women in the town who, at first, sewed the dolls in their homes. The dolls were then mailed to people around the country. Demand for the dolls increased quickly. The man's business boomed, and more seamstresses were hired. Eventually, the man sold the right to mass produce the dolls to Coleco Toys. However, he is still in business making special Cabbage Patch dolls.

- Ask students:

  - Do you think the Cabbage Patch doll has been good for this small Appalachian town?

  - What do you suppose would happen if suddenly there was a bust and nobody wanted a Cabbage Patch doll?

- Tell students that today they will read about the boom and then the bust that occurred in a part of Mexico when demand for oil suddenly increased and then, just as suddenly, decreased.

- Word Warm-up: monopoly, foreign debts

- Write the following sentences on the chalkboard:

  - When the government broke up AT&T's monopoly over long-distance phone calls, other telephone companies were allowed to compete with AT&T.

  - Although she was unhappy with the service, she could not switch companies because Con Edison has a monopoly over gas and electricity in the Bronx.

- Ask students:

  - What do you think monopoly means?

  - How did you figure this out?

  - Why are monopolies sometimes allowed?

- Have students use monopoly in original sentences.

- Write the following sentences on the board:

  - Some nations owe huge foreign debts to other nations.

  - When one country owes money to another country, we call it a foreign debt.

- Ask students:

  - What do you think foreign debt means?

  - What clues to the meaning did you find?

  - Why do you suppose many nations take on big foreign debts?

- Have students use foreign debts in original sentences.

Development

- Distribute Worksheet C-5, "Impact of Oil on a Mexican State." Have students complete the exercise. Review their responses and then have students explain their answers to the following questons:

  - How did the discovery of new oil affect the Mexican state of Tabasco? (What had been basically an agricultural region suddenly became industrialized, with all the problems entailed.)

  - Which of the changes were good? Which were bad? Explain. (Business activities increased and jobs were created; however, prices soared, restaurants were crowded, the air was polluted, etc.)

- How did the 1982 worldwide decrease in the demand for oil affect Tabasco? How does this illustrate the interdependence of nations? (A decrease in worldwide demand for oil meant a slowdown in the operations of Pemex at Tabasco.)

- How do you think the people of Tabasco today feel about the discovery there of oil? How would you feel if you lived in Tabasco? (Accept all reasonable responses.)

- Is an economic boom always good? Would Tabasco have been better off if oil had never been discovered there? Why or why not? (Accept all reasonable responses.)

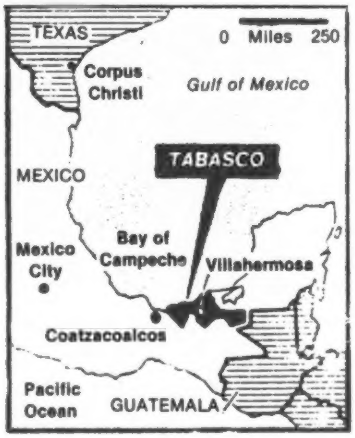
Summary/Application

. Have one student volunteer play the role of an American television reporter sent to Tabasco, Mexico, to interview the people of that state about their recent experiences. Instruct the student to walk around the classroom with a pretend microphone, asking several "Tabasco citizens," "In your opinion, are there any lessons to be learned from the experience of Tabasco? What are they?"

Impact of Oil on a Mexican State

TO THE STUDENT:

Read the story below. It tells how the discovery of oil affected one Mexican state and its people.



For years the state of Tabasco in Mexico was a region mostly of farms and cattle ranches. There were a few small shops and businesses in the towns. When oil was discovered there in the 1970s, thousands of workers came looking for jobs at Pemex, the government-owned oil company. Pemex is a monopoly, since it is the only oil company in Mexico.

Oil brought many changes to Tabasco. The population of the capital city, Villahermosa, increased three times. Farmhands left cattle ranches to work for Pemex. Peasants left their small plots to find jobs in the oil industry. Big cars caused traffic problems. The roads of Tabasco were not built for so many trucks and cars. Restaurants were crowded. Housing prices went up. Violence sometimes occurred when the government bought land needed for oil drilling and paid the owners too low a price. (Since the Mexican oil industry is nationalized, the government has the power to force landowners to sell any land in which there is oil.) Farmers complained that water pollution and air pollution from the oil industry were harming their animals and crops. There were not enough houses for people to live in. The people of Tabasco blamed all of the problems on Pemex.

The Mexican government realized that many economic, environmental, and social problems were caused by the oil boom. So the government borrowed billions of dollars from foreign countries to make improvements. The government thought it would have plenty of oil money in the future to pay back the loans. New roads were built, and old ones were repaired. A home-building program was started. Factories and businesses were developed.

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In 1982, the economic boom in Tabasco ended. That year there was a worldwide decrease in the demand for oil. So Mexico did not make enough money from selling oil to repay its huge loans. Pemex had to stop work on several unfinished buildings. Work on a new highway in Tabasco stopped. Thousands of construction workers lost their jobs. Peasants who had found work in the oil industry went back to their plots of land. All Pemex's projects had to be stopped, because Mexico had to use its oil money to pay its foreign debts.

EXERCISE 1

TO THE STUDENT:

Below is a list of events from the story of Tabasco. Put a number 1 next to the event which occurred first in the story; a 2 next to the second event, and so on. Number all the events in this way.

When you have completed numbering all the statements, read them in the order that you have decided was best. If the story makes sense, then you have done this exercise correctly.

_____ Once upon a time, the main occupation of the people of Tabasco was farming.

_____ The oil brought many changes to Tabasco--many of them bad.

_____ Then oil was discovered in Tabasco, and thousands of workers came looking for jobs at Pemex.

_____ So the government borrowed billions of dollars from foreign countries to make improvements.

_____ Now, the Mexican government realized that many of the economic, environmental, and social problems were caused by the oil boom.

_____ Then in 1982, there was a worldwide decrease in the demand for oil, and so the economic boom in Tabasco ended.

_____ Therefore, all Pemex's projects had to be stopped in Tabasco.

_____ As a result, Mexico did not make enough money from selling oil to repay its big loans.

EXERCISE 2

TO THE STUDENT:

Read the story of Tabasco again:

1. Underline each change the oil boom brought to Tabasco.
2. Find two economic changes, two environmental changes, and two social changes. These definitions will help you:

   Economic changes -- changes having to do with money and jobs.
   Environmental changes -- changes having to do with the physical surroundings.
   Social changes -- changes having to do with people and their way of life.

3. Write your two changes under each heading in the chart below.

Economic	Environmental	Social
1. ____________	1. ____________	1. ____________
2. ____________	2. ____________	2. ____________

STRATEGY 6

Mexico has a mixed economy, that is, one in which the government controls some industries (e.g., oil, railroads and mining), sets prices for some goods and services, and provides its people with some free services. Individuals, on the other hand, retain the right to own and control some industries and businesses, selling their goods and services in a free market and garnering the best price they can get.

Concepts

- Nationalization
- Monopoly
- Mixed economy

Understandings

- In many countries, mixed economies have evolved to deal with economic decision-making.
- Production, distribution, exchange and consumption of goods and services are economic issues with which nations must deal.

Content Objectives: Students will be able to:

- Explain the essential features of a mixed economy.
- Explain reasons for the nationalization of certain industries.
- Analyze the advantages and disadvantages of living in a mixed economy.

Skills Objectives: Students will be able to:

- Interpret a picture of two Mexican industries--one government owned, the other individually owned. (interpreting pictures)
- Compare and contrast the production and distribution of two products in Mexico. (comparing and contrasting)

Springboard to the Activity

- As a homework assignment in preparation for this activity, have students take an informal survey of businesses in their local communities. Instruct them to ask a few local businesspeople: "Who owns your business? Who sets the prices of the goods or services you sell?" If students have parents who work for a business, suggest that they ask their parents, "Who owns the business for which you work? Who sets the prices of the goods or services sold?" Have students report the results of their survey.

- Point out that businesses in the United States are owned and operated by individuals. Explain that even companies and corporations are only groups of individuals who have put their money together to form a business. In the United States, the government does not own and operate businesses.

- Tell students that today they will examine how businesses are owned and operated in Mexico.

Word Warm-up: mixed economy, nationalization

- Explain that everything people make or produce--food, clothing, appliances--goes through three stages: (1) it is produced, (2) it is distributed or sold, and (3) it is used (or consumed).

- Explain that the system we use for managing these three steps is called the economy. Some countries manage the economy by controlling all the businesses. This means that the government owns the factories and farms and makes all the rules about how much people get paid and how much things should cost. Other countries let private individuals and companies own and run the businesses. Which kind of country is the United States? (The economy of the United States is a market or free-enterprise economy.)

- Ask students what they think a mixed economy means? (A mixed economy is one in which some businesses are free and some are controlled by the government.)

- When a government (or nation) decides to take a business out of the hands of private people, we call that the nationalization of an industry. Let's take the word nationalization apart.

  nation--a country
  national--having to do with a country
  nationalize--to make something a part of a country
  nationalization--the process of making something a part of a country

  Have students pronounce the word---na-shun-al-i-za-shun. How many syllables does it have? (Six.)

Development

- Have students locate Mexico and the Gulf of Mexico on a wall map. Then distribute Worksheet C-6A, "Two Mexican Industries." Have students examine it and explain their answers to the following questions:

  - What are the two Mexican industries shown in the picture? (Oil and fishing.)

  - What kinds of work are the people doing? (Drilling for oil and catching fish.)

  - Who owns the fishing boat? Who owns the oil rig? (Sr. Suarez owns the fishing boat. The government of Mexico owns the oil rig.)

  - In which industry would you need the most money to start a business? Explain. (The oil industry would need the most money, because it requires expensive machinery, more workers, etc.)

- Distribute Worksheet C-6B, "The Story of Hector Suarez." Have students complete the exercise and review their answers. Then have students explain their answers to the following questions:

- What is a mixed economy? (In Mexico, some industries like the fishing industry, are owned and operated by individuals; others, like the oil industry, are owned and operated by the government.)

- How does the story of Hector Suarez show the main features of a mixed economy? Explain. (Sr. Suarez owns his own business, but the oil industry is owned by the government.)

- In a mixed economy, who sets the prices for industries operated by the government? Who sets the prices for businesses owned by individuals? (The government fixes prices in industries it operates. Prices in businesses owned by individuals are the best prices which are offered at the market.)

- Why do you think the Mexican government has taken over the oil industry rather than let individual citizens own and run their own oil businesses? (The oil industry is considered too vital to Mexico's development to be left to individuals. The government has the resources to develop the country's oil that most individuals do not. The government manages the oil industry for the benefit of all the Mexican people.)

Summary/Application

. Distribute Worksheet C-6C, "The Martinez Family of Mexico Plans a Vacation." Have students enact the play and then complete the exercise. Review their responses and then have students explain their answers to the following questions:

- What does this play tell us about the major features of Mexico's mixed economy? (The price of Pedro Martinez's gasoline is fixed by the government, but the price of food goes up with changing market conditions. Medicine is free, but law school tuition is not.)

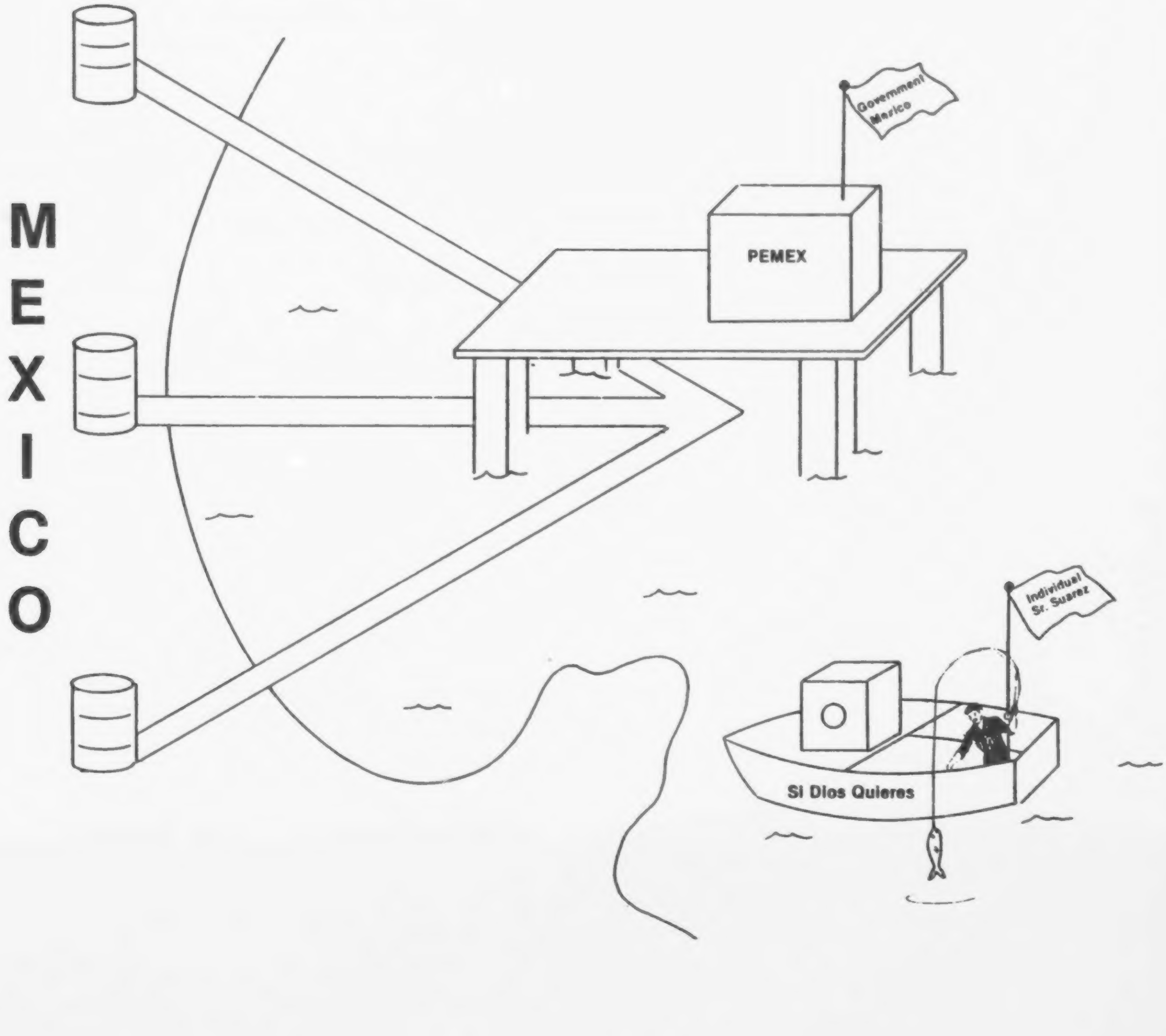
- How does ownership and control of industries in Mexico compare with ownership and control of industries in the United States? (Mexico has a mixed economy, whereas the United States has an economy that features mostly individual ownership.)

Worksheet C-6A

Two Mexican Industries

TO THE STUDENT:

The drawings below illustrate the two very different kinds of industries in Mexico's mixed economy.


MEXICO
Government
Mexico
PEMEX
Individual
Sr. Suarez
Si Dios Quieres

Theme II *Our Mexican Neighbors*
Subtheme C *Building a Modern Economy* **Worksheet C-6B**

The Story of Hector Suarez

TO THE STUDENT:

How is the oil business different from the fish business in Mexico? Read the story of Hector Suarez and find the answer.

Hector Suarez looked out over the Gulf of Mexico. Mexican fishing boats criss-crossed over the oil pipelines located under the water. They were on their way back to Vera Cruz.

Hector thought a moment about the two products--oil and fish--and the way his country was handling its business. On the one hand, oil would be pumped out from the waters of the Gulf and carried to the shore in huge pipes. Then it would be made into gasoline in government-owned refineries and sold to the Mexican people at a price fixed by the government. On the other hand, Hector's fish would reach the docks and be sold for the highest price he could get.

In Mexico, the oil is owned by the government and sold at a fixed price. The fish is owned by whoever catches it, and it is sold to anyone who offers the best price at the market. This kind of economy, in which some businesses are privately owned and some are owned by the government, is called a mixed economy.

TO THE STUDENT:

Check (✓) the product which answers each of the questions below.

	Oil	Fish
Which product is owned by the government?		
Which product is owned by a person?		
Which product is sold by the government?		
Which product is sold by a person?		
Which product has a fixed price?		
Which product does not have a fixed price?		

The Martinez Family of Mexico Plans a Vacation

TO THE STUDENT:

The play below suggests features of Mexico's mixed economy.

Characters

Father:	Miguel Martinez	Son:	Jaime Martinez
Mother:	Carmen Martinez	Daughter:	Felicita Martinez

Scene: The kitchen in the Martinez family's home. Senor Martinez has just come home and announced that in a week the family will be free to go on a vacation.

Father: I just spoke to my boss and next week I'm getting my vacation. I think we'll visit your Uncle Pedro in Los Angeles. We'll drive there.

Mother: Ay, Miguel. The gasoline in the United States will cost a fortune. Every owner of a gas station sets a different price, one higher than the other.

Son: Yes, but if we drive most of the way in Mexico, it won't cost so much. Here our government fixes the price of gasoline.

Daughter: I remember, Papa, before you worked for Pemex we had to pay such high rent that we never could afford a vacation. Now that we live in a house given to us rent-free by the government, we have money left over for vacations.

Mother: Yes, Felicita, but just enough. The price of food is so high. Just yesterday I went to the market to buy fresh fish and it cost more. Every time I shop for fish the price goes up again.

Son: Speaking of money, may I change the subject? Do you think you will have enough money to pay for my law school expenses?

Father: Yes, Jaime, I think so. Now that I'm covered by the government medical plan we save money that way. That's Mexico for you. That's how our mixed economy works--government ownership of some businesses and private ownership of other businesses.

1. Why does the Martinez family want to buy the gasoline in Mexico rather than in the United States? ____________________
____

2. Which expenses of the Martinez family are paid by the Mexican government? ______________________________________
____

3. Which expenses are not paid by the Mexican government? ____
____
____

Subtheme D *Facing the Future*

LEARNING ACTIVITY

RATIONALE

Mexico's future will be filled with many challenges. As one of the largest and most stable nations in Latin America, Mexico will probably play a very important political role in the future of the Western Hemisphere. As a developing country trying to build the infrastructure of a modern economy, Mexico will be confronted with many difficult choices. One question will be how to shape the change that is unavoidable.

Although change can be discussed in terms of trends, statistics and numbers, it is important not to overlook the real significance of change--how it affects people. As the Mexican economy changes, so, too, does the structure of the family, the roles of its members, and the traditions and customs of the Mexican people. All these changes involve choices which for many Mexicans are painful indeed.

STRATEGY 1

Travelers in Mexico will find many examples of the combination of cultures that make up that country. These cultures are Indian, Spanish and modern Mexican.

The Mexican people have a long and proud history, and the influence of that history is felt in present-day society. The structures and ruins of the Aztec and earlier civilizations are carefully preserved as vital elements of the people's heritage. The country's museums, especially the National Museum of Anthropology in Mexico City, are among the best in the world. There is plenty of visual evidence of the mixing of cultures past and present. In art and architecture, ancient forms and designs reappear in contemporary settings.

Concepts

- Culture
- Cultural diffusion

Understandings

- The artistic and recreational activities of people are a reflection of their values and beliefs.
- Through migration and immigration, people of different cultural backgrounds influence one another.

Content Objectives: Students will be able to:

- Describe the mixture of three cultures in Mexico today.
- Explain the combination of cultures in Mexico.
- Compare the importance of the national heritage of Mexico with their own feelings about the importance of the heritage of the United States.

Skills Objectives: Students will be able to:

- Recognize evidence of the mixing of three cultures in Mexico using a travel article and photographs as source materials. (recognizing relevant information)

Springboard to the Activity

- Ask students:

  - Is New York City a mixture of cultures?

  - What evidence of a mixture of cultures do you find in New York City? (Students should mention the various ethnic neighborhoods, the restaurants, the people, the architecture, etc.)

  - How do you explain the combination of cultures in New York City? (People from different backgrounds have migrated to New York and settled here.)

- Tell students that now they will examine the combination of cultures in Mexico.

Word Warm-up: travelogue

. Have students play word detective. Here are the clues:

- A dialogue is speech between two people.
- A monologue is speech by one person.

. Tell students that by analyzing these clues, we can figure out what -logue means (speech, talk). Ask, "Now what is a travelogue?" (Talk about travel.) Explain that a travelogue may be spoken or written. Most of the time it will have photographs with the words.

. Ask:

- When someone goes traveling, why would he or she want to bring back a travelogue?
- How are travelogues valuable to people who have not traveled?

Development

. Distribute Worksheet D-1, "Discovering the Old and New in Mexico." Have students read the travelogue, underlining words or phrases in it that suggest aspects of the three cultures. As students read and underline, walk around the room and check their work.

. Have pairs of students complete the exercise. Then write the chart on the chalkboard and compile a class list as students volunteer their evidence of the three cultures in Mexico. The Plaza of the Three Cultures in Mexico City, for example, clearly shows modern buildings next to old. The towers of the church are associated with the Spanish or Catholic influence. The moundlike steps suggest Aztec ruins. Finally, have students explain their answers to the following questions:

- In what ways is Mexico a mixture of three cultures? (The architecture of the country suggests Indian, Spanish and modern Mexican influences.)
- How do you explain the combination in Mexico of Indian, Spanish and modern Mexican cultures? (Mexico's culture today is a reflection of the nation's history.)
- Would a trip around the United States show a mixture of cultures like that in Mexico? Explain. (Such a trip would reveal the Indian influence in this nation, the influence of early and later European settlers, the African influence, the influence of Asian and Latin American immigrants.)
- What does the preservation of the old in Mexico tell us about the importance to Mexicans of their national heritage? (The preservation of tradition is very important in Mexico.)

Summary/Application

. Have students choose one United States or New York City site that suggests the multicultural heritage of the United States. Some examples are Van Cortlandt Mansion, Chinatown, an Indian reservation, the Amish country, Fraunces Tavern, etc. Suggest that students choose a landmark area, building, or monument which they have visited and which they really like. Instruct students to pretend that they have just returned home from a visit to their site. They should write an entry in their diary expressing (1) their feelings about the landmark and (2) their feelings about the importance of saving such old buildings, monuments, etc.

Discovering the Old and New in Mexico

TO THE STUDENT:

Look for evidence of the mixing of three cultures in Mexico: Indian, Spanish, and modern Mexican. (1) Read the travelogue on the second page of this worksheet. (2) Study the photographs on the pages after that. (3) Fill in the chart below, listing the evidence of Mexico's three cultures under the correct headings. One example under each heading has already been filled in. (4) Be sure to identify the source of each piece of evidence in your chart.

EVIDENCE OF THREE CULTURES IN MEXICO

Indian	Spanish	Modern Mexican
Indians make weavings. (travelogue)	A building looks like a Spanish palace. (photo 4)	People can fly from Mexico City to Oaxaca. (travelogue)

An American Visitor in Oaxaca

Oaxaca seemed like the perfect place for a weekend escape from the noise, traffic, and fast pace of Mexico City. Two problems had to be overcome. One was to learn to pronounce Oaxaca. (Try saying "Wah-HAH-Kah.") The other was to be up early enough to catch the 6:30 a.m. flight.

After the fast pace of Mexico City, Oaxaca seemed quiet and slow. It is located in the most "Indian" state in Mexico. About half the people still do not speak Spanish.

The hotel I stayed in, El Presidente, had been built as a convent by the Spanish in 1576. Its thick stone walls and shaded courtyards make it a perfect hotel. El Presidente also has a fine restaurant. The food includes many Spanish dishes, but also spicy Mexican dishes like chicken in dark Oaxaca sauce.

I rented a car and spent the day traveling around the countryside. It was like driving thrugh the pages of a history book. The Zapotec and Mixtec civilizations controlled the region for 2,500 years before the Spanish conquest. Many of the Indian places have been dug out and are open to the public.

The Saturday market in Oaxaca is more for the Indians than for tourists. The Indians come to trade farm goods and other items they need such as rubber soles for sandals, live chickens and turkeys, flashlights, nuts, and different kinds of chilis.

Another market, three blocks away, offers goods the tourists want. The Indians are famous for their weaving and other crafts. Embroidered dresses, leather goods, and straw hats are all prized items.

By now it was time to get back to the hotel for an afternoon nap called a siesta. But the day was not over. By 8:30 in the evening, Oaxaca comes to life and the city's restaurants and discos are in full swing.

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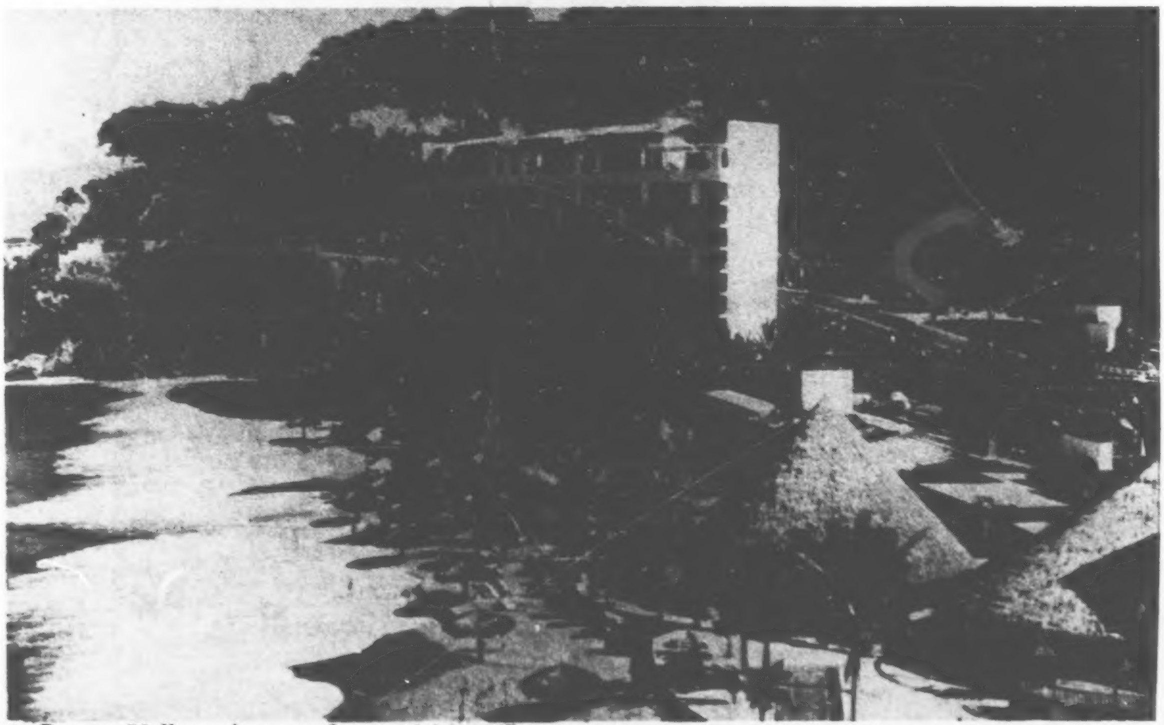
Mexico in Pictures

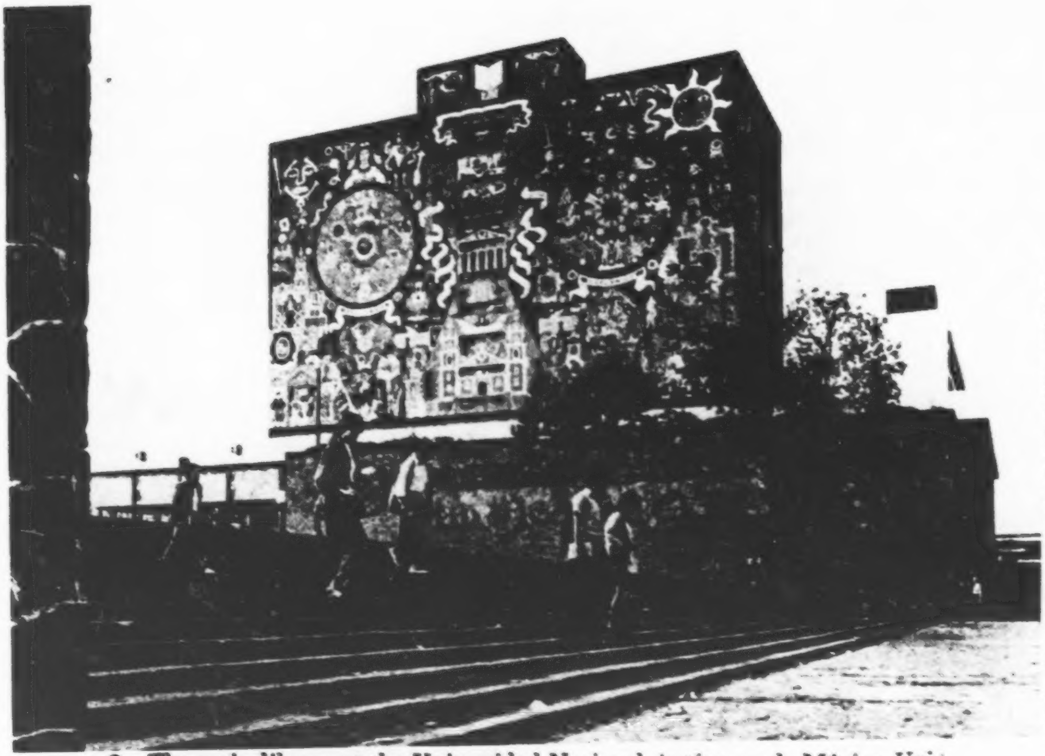
Courtesy of Bavaria-Verlag, Munchen, Germany.

1 The Plaza of the Three Cultures in Mexico City.



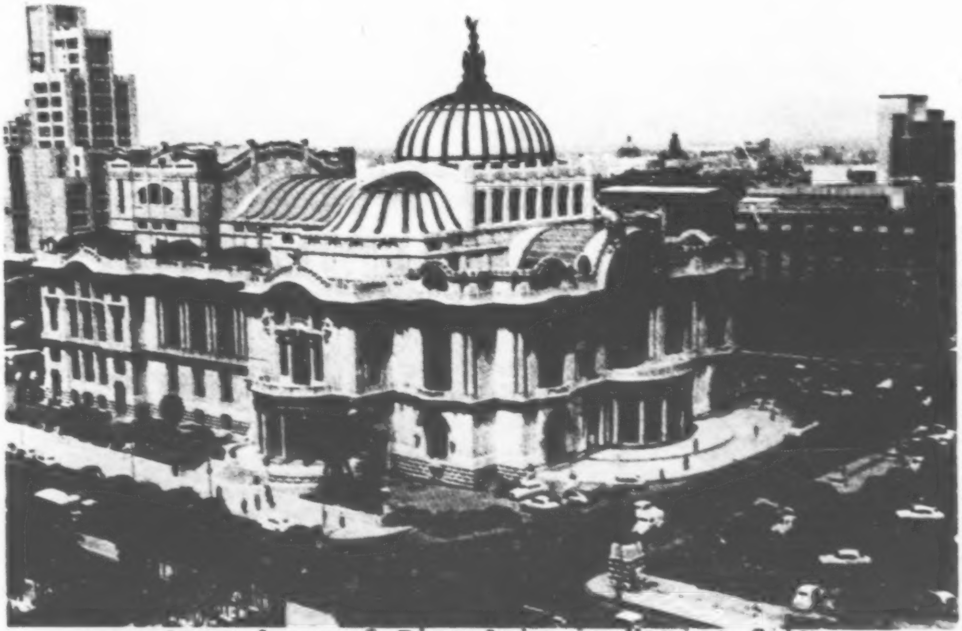
Courtesy of ZEFA, Oberkassel, Germany.

2 Puerto Vallarta is one of several beautiful resort towns located along the Pacific coast of Mexico.



Art Resource Inc. Reproduced in Michael C. Meyer and William L. Sherman, *The Course of Mexican History* (New York: Oxford University Press, 1979), p. 642.

3 The main library at the Universidad Nacional Autónoma de México, University City.



Barbara J. Hall, *Mexico in Pictures* (New York: Sterling Publishing Co., Inc., 1978), p. 50.

4 The Palace of Fine Arts in Mexico City.

STRATEGY 2

One of the greatest problems faced by the Mexican government in its efforts to increase food production is the resistance of peasant farmers to change. Much of this resistance stems from the campesino's culture, which puts great value on the old ways.

Studies show that 80 percent of the 23,000 ejidos (communal farms) produce just barely enough to feed themselves. They contribute little to the nation's massive food needs. In 1981, the government launched the Mexican Food System (the Spanish initials of which are SAM), a multimillion-dollar program aimed at helping the ejidos and other poor farmers. Subsidies and storage facilities are being provided. Specialists help introduce new farming methods. Others are working in once-isolated villages to improve water supplies, sanitation, health care, and schools. Within two years, Mexico increased the production of corn by 41 percent. Other crops made less spectacular gains, however.

Concepts

- Culture
- Change

Understandings

- Change is a constant in history.
- The culture in which people live influences their opportunities for personal growth and development.

Content Objectives: Students will be able to:

- Describe the decisions facing three characters in a play.
- Make inferences about how farmers can improve their lives.
- Analyze reasons why many Mexican peasants resist change.

Skills Objectives: Students will be able to:

- Distinguish facts from opinions presented in a play about tradition and change in Mexico today. (distinguishing fact from opinion)

Springboard to the Activity

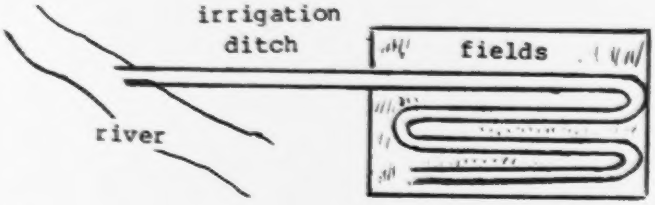
- Tell students: "Mrs. Jones would rather keep to old ways of doing things than change to new ways. For example, she would rather stay in her familiar neighborhood than move to a new neighborhood; she would rather care for her elderly father at home than send him to a nursing facility; she would rather that her family sit down together at the dinner table than go off separately to eat in front of the television; and she would rather vacation where she has for the last 20 years than go to a new vacation spot."
- Ask students:
  - Do you know anyone like Mary Jones?

  - Why do you suppose some people are so attracted to doing things in the old ways?

- Tell students that now they will read a play about a Mexican farmer who is very attached to the old ways.

Word Warm-up: agricultural agent, irrigation

- Write the following sentence on the chalkboard:
  - Many governments send agricultural agents into the countryside to advise farmers on growing better crops.
- Ask students:
  - What do you think an agricultural agent is? (A person trained to give advice to farmers.)
  - What clues did you find in the sentence?
- Have students use agricultural agent in original sentences.
- Draw the following diagram on the chalkboard:



- Ask students:
  - What do you think an irrigation ditch is?
  - Why do farmers irrigate their fields?
- Have students use the word irrigation in original sentences.

Development

- Distribute Worksheet D-2, "Tradition and Change." Have students enact the play. You might select the actors in advance and give them some time to rehearse the scenes. A few props (rock, hoe or rake, table, dust cloth, etc.) will make the play more realistic and add interest to the activity.
- After the play is performed, have students complete the exercise on the worksheet. Review their responses and then have students explain their answers to the following questions:
  - What decisions have to be made by the three characters in the play? (Diego must decide whether or not to change to new farming methods. Paco must decide whether to stay on the farm with his father and use the old ways or move to Mexico City. Alejandra must decide whether to help her brother persuade their father to move to Mexico City.)

- Why did Diego order the government worker to leave? Why is Diego so attached to the old ways? Explain. (Change can be very threatening. Change leads to more change and can result in the total destruction of traditional culture.)

- What could Diego do to improve the farm? (Use new seeds, fertilizers, irrigate the land, etc.)

- How would you try to persuade Diego to accept some change? (Accept all reasonable responses.)

- Why does Paco want to go to Mexico City? Under what conditions would he stay on the land? (Job opportunities and a better way of life attract him to Mexico City. He probably would stay if his father would accept help from the government man.)

- Which choice do you think Paco should make? Why? (Accept all reasonable responses.)

- Why does Alejandra want to stay in the village? If you were Alejandra, would you stay or leave? Why? (Students should infer that in traditional Mexican culture an unmarried daughter remains with her parents.)

- Are some people in the United States attached to old ways and afraid of change? Give specific examples. (Accept all reasonable responses.)

Summary/Application

. Have students write Scene Three of the play in which they predict the outcome of the dilemma faced by Diego and his two children.

Tradition and Change

> TO THE STUDENT:
>
> Read the following play to find out why some Mexicans today welcome change, while other Mexicans want to keep the old ways.

Characters: Diego, age 46
Paco, age 18; Paco is Diego's son
Alejandra, age 17; Alejandra is Diego's daughter

Scene One: A rocky hillside overlooking a broad valley. A small village is about 1/4 mile away. Diego and Paco are at work in a corn field.

Paco: (Angrily picks up a rock and hurls it down the hill.) This land! What good is it? It's nothing but rocks and dust.

Diego: (Keeps on hoeing.) The land has been good to our people. It has provided food for many generations.

Paco: That's part of the trouble, Father. Too many generations have ruined the soil. It is tired.

Diego: We get by. We must accept what we have and try to improve it.

Paco: Is that why you chased off that agricultural agent yesterday?

Diego: That government man? He was just a fool. Don't ever bother with them. They only interfere.

Paco: (Struggling to hold back his anger.) Papa, that man could help us. Agricultural agents know about better seeds. They can show us how to use chemical fertilizer. They can teach us to farm even when there's no rain.

Diego: Next you will be telling me I need a tractor. (He laughs.) And maybe they will give us irrigation ditches like they do for the rich farmers.

Paco: Well, unless we do something, we will be living on beans and tortillas all our lives.

Diego: You have finally made some sense. It is time to eat. Alejandra will be calling us soon. (They walk toward the village.)

Scene Two: Interior of a two-room adobe house. The floor is dirt. There are a few pieces of wooden furniture. The family has finished their meal, and Alejandra is wiping the table. Diego has already gone outside.

Paco: While we're alone let me ask you something important. Will you help me persuade Father to move to Mexico City?

Alejandra: (Stares at him in disbelief.) Are you serious? He would never do it. And what would the three of us do in Mexico City?

Paco: We could get jobs. At least Father and I could. And you could continue your schooling to become a nurse.

Alejandra: Well, in the first place, he would never leave the land. Mama is buried here. We've always lived here. And, second, you have to be able to do something to get a job. What can you do besides farm?

Paco: (Sits down at the table wearily.) I cannot even farm. The government has this great effort to help the poor farmers, and what does Father do? He kicks the agent out of the village.

Alejandra: Oh no. That's awful. We need those people. Why are Papa and the others so afraid of change?

Paco: (Shaking his head.) I don't know. All they can talk about is the old way. Then they wonder why we starve.

Alejandra:	Mama would be alive if the village had done something about pure water sooner. That's why I want to be a nurse--to help our people.
Paco:	(Stands up and moves toward the door.) I don't think I can fight the old ways any longer. If you and Father stay here, fine. I'll be able to send money. I know I can find a job.
Alejandra:	(Putting her hand on his arm.) Before you decide on Mexico City, do one thing for me. Find out what village the government people are working in. Go there and talk to them. Tell them the problem and see what they can do.
Paco:	All right, I'll try it. But I don't expect much.

Fictionalized scenes and characters based on two case studies: John A. Price, *Tijuana: Urbanization in a Border Culture* (Notre Dame, Ind.: University of Notre Dame Press, 1973); for further information, refer to *Social Character in a Mexican Village*, by Erich Fromm and Michael Maccoby.

TO THE STUDENT:

In the list below are statements taken from the play. Mark F next to the statements that are facts. Mark O next to the statements that are opinions.

____ 1. This land has provided food for many generations.

____ 2. Too many generations have ruined the soil.

____ 3. We must accept what we have and try to improve it.

____ 4. Government men know about better seeds.

____ 5. That government man! He was just a fool.

____ 6. Father kicked the agent out of the village.

STRATEGY 3

Over the past decade, there has been growing recognition that the crafts of the past are disappearing from modern cultures. One way to prevent this trend is to treat these crafts as folk art. This means paying artisans enough money to keep them in business. It also means that the created object becomes more important for display purposes than for its traditional functions. Many artisans accept this compromise. Others are disturbed because there is no longer any practical side to their work.

Concepts

- Culture
- Change
- Technology

Understandings

- The artistic and recreational activities of people are a reflection of their values and beliefs.
- Change is a constant in history.
- Science and technology have influenced the standard of living of people.

Content Objectives: Students will be able to:

- Identify ways in which modern industry has taken over the work of craftspeople.
- Explain the choices artisans face.
- Evaluate the importance of the artisan in Mexico today.

Skills Objectives: Students will be able to:

- Distinguish between the main idea and supporting details in selected paragraphs. (identifying the main idea and supporting details.)
- Summarize their opinion concerning the preservation of Mexico's folk art traditions. (stating and defending a position)

Springboard to the Activity

- Bring to class or have students bring to class pictures or examples of the folk art tradition in the United States. Examples include a primitive painting; a quilt; a weather vane; a corn-husk doll; Indian weaving, jewelry, embroidery, or wood carving.

- Ask students:

  - How were these items made?

  - Who made these items?

  - Why are these items called folk art? (Art made by the common people.)

  - Has anyone in the class visited the Museum of American Folk Art? What did you see there?

- Tell students that until recently, the folk-art tradition was dying in the United States. Most of these beautiful handmade items can be made by machine.

- Ask students:

  - Should folk art in the United States be preserved if objects that serve the same function can be made more cheaply by machine? (Accept all reasonable responses.)

- Tell students that they will examine what has been happening to the folk art tradition in Mexico. Show pictures or replicas of Mexican arts and crafts (pottery, belts, shawls, figurines). Compare and contrast these with American items.

Word Warm-up: apprentice, artisan, heritage

- Write the following sentence on the board:

  - After high school, Julie served as an apprentice to learn the skills she would need as a plumber.

- Ask:

  - What do you think an apprentice is?

  - What clues did you find in the sentence?

- Explain that many labor unions--such as the plumbers, electricians, and welders--have apprenticeship programs. Even if a boy or girl has gone to school to study a trade, there is still a lot to be learned by working side by side with a master.

- Tell the students that another important word in today's reading is artisan. Ask students to check their own dictionaries (or ask a committee to check the class dictionary) to see what the difference is between an artist and an artisan. (Fine art such as painting, sculpture, and literature is connected with the artist, and the words trade or craft are connected with the artisan.)

- Explain that the work of the artisan is practical, and the product is meant to be used. The work of the artist is beautiful; it is meant to be appreciated and enjoyed.

- Tell the students that in the story they are going to read some people are trying to make the artisan into an artist.

- Write the word heritage on the chalkboard. Explain that heritage means things or ideas passed down from one generation to another. For example, family customs are part of a person's heritage. Explain that in Mexico artisans learn their craft by serving as apprentices to their parents. In turn, artisans want to pass their skills to their own children. These skills are part of the children's heritage and also part of Mexico's heritage.

. Ask, "If no young people want to be apprentices and learn their parents' craft, what will happen to Mexico's heritage of crafts?"

Development

. Distribute Worksheet D-3, "Mexico's Folk Art Tradition." Have students read it and complete the exercises on the worksheet. Do not have them write the postcard at this time. Review students' responses and then have them explain their answers to the following questions:

- What choices face Mexican artisans, like the potter Luis Santiago? (Luis can sell his pots as works of art or go out of business.)
- Why were artisans important in the past? (People depended on the artisans for items they needed, such as pots, baskets, dresses, etc.)
- Is the work of artisans less important today? Explain. (Yes, because machines now make most of these items cheaper and more quickly.)
- How do you explain Luis's son's decision not to become a potter? (Ramon wants to make more money than he could at pottery, and he wants the excitement of life in the city.)
- Why is Luis unsure that he wants to collect his pots as art? Do you think he should sell his pottery as works of art? Why or why not? (His pots would become more important for display than for practical purposes.)

Summary/Application

. Have the class write postcards to Luis Santiago as outlined on the worksheet. Ask a few students to read their postcard responses aloud.

Mexico's Folk Art Tradition

TO THE STUDENT:

Pretend that you are away at college and your father, Luis Santiago, has written you the following letter.

July 1

Dear Ramon,

How are you, my son? Your mother and I are so proud that you will soon graduate from college. I am happy that you will be educated and get a well-paying job, but I am a little sad that there will be no one to carry on our family craft--making pottery.

You see, Ramon, I am proud also of my pots and vases, proud of the hard work and artistry I put into them. The designs I use are much like the ones my father used, and the ones his father used before him.

But all crafts seem to be disappearing from Mexico. For generations, people depended on the artisans. Artisans wove the cloth. They embroidered the wedding dresses. Potters, like those in our family, made the pots and jugs and bowls for people to cook and eat with. Others made leather goods or straw baskets.

But who needs crafts in an age of machines? Machines can make hundreds of pots a day. They will all look exactly alike. The factory can even make pots of plastic that will not break. Machines can weave cloth and mass-produce clothing.

It is no wonder that the number of artisans has decreased. Many simply moved to the city and looked for jobs, forgetting the family traditions. Other crafts have died out because there was no apprentice--no son to learn from his father, and no daughter to learn from her mother.

I do not blame you, Ramon, for wanting a good job and an exciting life in the city. I, however, will always be a potter. I would not enjoy any other work.

Some of the craftspeople I know say that conditions will improve. Government and business leaders call the items craftspeople produce "folk art." They say that folk art traditions must be saved. Such traditions are a valuable part of Mexico's heritage. These leaders want people to buy more of Mexico's folk art. They speak of putting more folk art in museums. Steps are being taken to export handmade goods to foreign countries.

Ramon, I am not sure that I like these ideas. My pots should be used, not stuck on a shelf as works of art. I get annoyed when tourists ask me if a cooking pot can be used for cooking.

Son, I hope you understand my feelings. Do you agree with me? Should I sell my pots as works of art? Please write and tell me what you think.

Your loving father,

Luis Santiago

EXERCISE 1

TO THE STUDENT:

You are too busy studying for final exams to write a letter back to your father. Answer your father briefly using the post card below.

Post Card

EXERCISE 2

TO THE STUDENT:

The paragraphs below are taken from Luis Santiago's letter to his son, Ramon. Read each paragraph. First, circle the letter next to the sentence that is the main idea of the paragraph. Second, underline the letter next to each sentence that supports the main idea.

1. But who needs crafts in an age of machines? Machines can make hundreds of pots a day. They will all look exactly alike. The factory can even make pots of plastic that will not break. Machines can weave cloth and mass-produce clothing.

   a. Machines can make hundreds of pots a day.

   b. Crafts are not needed in an age of machines.

   c. The factory can even make pots of plastic that will not break.

   d. Machines can weave cloth and mass-produce clothing.

2. Some of the craftspeople I know say that conditions will improve. Government and business leaders call the items craftspeople produce "folk art." They say that folk art traditions must be saved. Such traditions are a valuable part of Mexico's heritage. These leaders want people to buy more of Mexico's folk art. They speak of putting more folk art in museums. Steps are being taken to export handmade goods to foreign countries.

   a. They speak of putting more folk art in museums.

   b. Some of the craftspeople I know say that conditions will improve.

   c. Government and business people say folk art traditions must be saved.

   d. These leaders want people to buy more of Mexico's folk art.

STRATEGY 4

The traditional Mexican family is patrilineal and patriarchal. Each member has a clearly delineated role. The father generally makes the major decisions, and the children look to him as the final authority. The mother and daughters are responsible for maintaining the home. The traditional Mexican family is changing more and more as people move from rural to urban areas. In the cities traditional roles break down and the Mexican family comes to resemble families found in urban environments the world over.

Concepts

- Culture
- Roles
- Values
- Change

Understandings

- Family structure varies from one place to another and from one time to another in the same place.
- Social and political systems are based on peoples' beliefs and values.
- The culture in which people live influences their opportunities for personal growth and development.

Content Objectives: Students will be able to:

- Explain changes taking place in the Mexican family.
- Formulate hypotheses concerning the reasons for changing family roles.

Skills Objectives: Students will be able to:

- Compare and contrast roles in the traditional Mexican family with roles in the modern Mexican family. (comparing and contrasting)
- Distinguish between facts and opinions in the story of a modern Mexican family. (distinguishing fact from opinion)

Springboard to the Activity

- Poll the class on attitudes about the American family by having them raise their hands in response to the following questions:
  - How many of you think the husband/father should make all the family's major decisions?
  - How many of you think wives should have an equal say with husbands in family decision-making?
  - How many of you think children's ideas and opinions should be heard in the family?
  - How many of you think that grown children should do as their parents say?

- Ask students if, from our little poll, any general conclusions can be drawn about the roles of members of the American family.

- Tell students that they should think about the American family as they read now about two different types of Mexican families.

Word Warm-up: rural, urban

- Point out to students that we in New York City live in an urban environment, and have students repeat the phrase after you. Explain that this means that we live in a city. Ask, "If the opposite of urban is rural, what do you think rural means?" (Country-like.)

- Some students may have visited relatives or friends in rural environments, for example, in the South or in Puerto Rico. Ask them to describe the differences between urban life and rural life.

- Ask, "Would you behave the same way if you lived in a rural environment?" (People's behavior is affected by where they live. Remember the definition of the word ecology.)

Development

- Distribute Worksheet D-4A, "The Changing Mexican Family." Have students study the worksheet and complete Exercise 1. Write the chart on the board. As you review students' responses, fill in the chart.

- Have students complete Exercise 2 on the worksheet. Review their responses and then have students explain their answers to the following questions:

  - What part do the Torres children play in their family? (The daughter helps her mother with household chores. The sons work with their father in the fields.)

  - How would you describe the position of the father in this peasant family? What is the mother's role? (The father is the decision-maker; the mother's role is to take care of the home and to serve her husband.)

  - How would you describe the relationship between Peter Torres and his sons? (The boys generally do not joke with their father or tell him about their personal lives. The father talks with the boys about work.)

  - How does the relationship between Mr. and Mrs. Llano compare with the relationship between Mr. and Mrs. Torres? Explain. (The relationship between Mr. and Mrs. Llano is much more free and equal.)

  - How does the role of the children in the Llano family compare with the role of the children in the Torres family? Explain. (The Llano children have more freedom. They do not serve their parents as do the Torres children.)

- How do you suppose the futures of the Llano children will compare with those of the Torres children? (The Llano children will choose their own occupations and lead their own lives. The Torres sons will continue to farm the family's land; the daughter's marriage will be arranged by her father.)

- Why is the Llano family different from the Torres family? Does living in the city affect family roles and relationships? Explain. (The work of children in rural areas is necessary to family survival. More jobs and opportunities exist in the city. Women work outside the home and earn their own money.)

- Is the Llano family more like the tradional Mexican family or the modern American family? Explain. (The Llano family is more like the modern American family in the roles played by its members, in their attitudes, etc.)

Summary/Application

. Distribute Worksheet D-4B, "Poll on the Family." Divide the class into small groups. Have students follow the directions on the worksheet for designing a checklist. (You might have students first decide on the kind of people to be polled, since this might make a difference in the kinds of statements the groups propose. Adult family members might be the target population, or students in an upper grade might be willing participants. The class might want to distribute half their questionnaires to adults and the other half to peers.) On the chalkboard make a master list of statements as students contribute their group's items. Have students clarify the statements, eliminate redundancies, and put the statements in logical order. Duplicate for each student several copies of the class's final version of the questionnaire. Instruct students to distribute the questionnaires to the agreed-upon target group and bring back the completed forms. Have a committee tabulate the results of the poll. Then get students' reactions to the results: Have them compare their own opinions with those expressed by the majority of respondants, explain any differences between the responses of adults and children (if both groups were polled), and so on.

The Changing Mexican Family

Old Ways: The Torres Family

TO THE STUDENT:

Many families, especially those in rural areas, still follow traditional ways. What are some of these old ways?

It was still dark on this July morning when Esperanza Torres opened her eyes. Esperanza got out of the hard bed in which she and her husband, Pedro, slept. She walked barefoot across the dirt floor, found the big clay water jug, and dashed some cold water on her face; then she dried herself with the edge of her shawl.

Kneeling at the fireplace, Esperanza uncovered the ashes of last night's fire. Then she fanned some glowing chunks of charcoal into flames. She filled the clay pot and set the cinnamon tea to boil. Over a hundred tortillas had to be made--twenty-five each for Pedro and for Felipe, Martin, and Ricardo, the three oldest sons who worked in the fields, and ten more for Pedro's dog. Esperanza lifted down one of the tin cans containing coarsely ground corn.

Esperanza awakened her daugher, Machrina, who quickly jumped up, fully dressed. Machrina took her mother's place at the grinding stone.

Esperanza next woke Martin, since it was his turn to go for water. The daily rains now watered the fruit trees and the garden, so Martin had to make only eight trips back and forth to fill the family water jug. In the dry season the boys had to make twenty trips.

As the eldest son, Felipe tried to boss his brothers and sister. But Martin had flatly refused to obey Felipe or to show him the respect due an older brother. For this Felipe blamed his father, who had never permitted him to have authority.

Pedro and his third son, Ricardo, were now getting up. Pedro was short and stocky and his stomach bulged as he dressed in his homemade, patched shirt and white, pajama-like calzones (pants).

Adapted from *Five Families* by Oscar Lewis. © 1959 by Basic Books, Inc., Publishers. Reprinted by permission of the publisher.

Charles Townsend. Reproduced in Ellis Credle, *Mexico: Land of Hidden Treasure* (Camden, NJ, Thomas Nelson & Sons, 1967), p. 110.

Mother and daughter make tortillas on the metate. These cakes of corn, along with squash and beans, have been the basic food of Mexico for a thousand years

Esperanza began to serve the men cinnamon tea, tortillas, chile, and salt, while Machrina filled four woven shoulder bags with the same food for their midday meal.

By 5:30 a.m. the men were ready to leave. Each slung a bag and a serape over his shoulder. Pedro called to his dog "Now let's go." He used the old native language, Nahuatl, with his wife and his dog, but he spoke to the children in Spanish except when he was angry. When Martin said, "We're going, mama," it was in Spanish.

The men set off in silence. Pedro walked with his dog a few steps behind the boys. There were mornings when Pedro talked to the boys on their two-hour walk to the fields, giving advice or telling what work had to be done. The boys, however, spoke only in answer to a question. Out of their father's earshot they would joke about their sweethearts or visits to the bars of the nearby town. But this morning they walked silently down the road.

New Directions: The Llano Family

TO THE STUDENT:

In the next selection you will meet the Llanos, a modern family, as they begin a busy day in their home in Mexico City. How does their way of life compare with that of the Torres family?

As the alarm clock goes off, the Llano sons struggle out of bed. Rogelio, who is 12 years old, has an excellent memory, which allows him to study little and play a lot and still get good grades. Aurelio, who is 17, likes to read, to play his guitar, and to fix his car, which always seems to have something wrong with it.

In the next room, Gloria, 20, and Alejandra, 19, also start the daily routine of getting out of bed. They hurry to dress because 8:00 a.m. is time to start to work--Gloria at a lawyer's office, and Alejandra at a decorator's school.

All ready, the children come down together to eat breakfast. "Sometimes we have to eat everything standing up and drink the orange juice at a 'hundred miles an hour,'" said Jacinto, 15.

Adapted from Ignacio Solares, "The Llanos: One Family Out of Many," Editorial Mex-Abril, S.A., appearing in Larry Cuban and E.H. McCleary, *Mexico* (Glenview, IL: Scott, Foresman and Company, 1975), pp. 50 ff.

The Llano family at dinner

Editorial Mex-Abril, S.A., Mexico City. Reproduced in Larry Cuban and E.H. McCleary, *Mexico* (Glenview, IL: Scott, Foresman and Company, 1975), p. 55.

After the older boys left, Mrs. Llano explained why she started to work. "I do not look at the housewife as a slave who must give up all hope of life, and of growth. I do not believe that having children means being interested only in the home. That is why I always looked for activities outside the home--which still will not get in the way of my household duties. I studied languages, decoration, guitar, and other things. Even my children can see the benefit that I get from these activities. When I come home, I am in a better mood to understand the children's problems. It is easier for me to guide them. I think that marriage should be based on freedom and understanding between husband and wife."

Alejandra broke in to explain her future plans. "I want to finish school and, if possible, start working before I get married."

Gloria, her sister, added, "I do believe that it is good for a woman to work. She learns to know people, and to see farther than herself."

Jacinto is in his first year at a private high school. He got caught cheating on a test and failed. He was very worried about having to tell his father.

"I just told him that it was his fault for cheating," said Mr. Llano. "But that was all. He looked worried enough. I think that being too strict could be bad for a child. Before saying anything to my children, I try to see why they did something wrong. Let's just say I discipline them for each incident, but I don't follow a strict, unbreakable rule."

EXERCISE 1

TO THE STUDENT:

First, read the stories of the Torres and Llano families. Then complete the chart below. In Column A, describe the part played by each member of the traditional Torres family. In Column B, describe the part played by each member of the modern Llano family.

	(A) Traditional Torres Family	(B) Modern Llano Family
1. The father's role		
2. The mother's role		
3. The daughter's role		
4. The son's role		

EXERCISE 2

TO THE STUDENT:

The following statements are taken from the story of the Llano family. Place an F next to the statements which are facts. Place an O next to the statements which express opinions.

____ As the alarm clock goes off, the Llano sons struggle out of bed.

____ I do not believe that having children means being interested only in the home.

____ I think that marriage should be based on freedom and understanding between husband and wife.

____ Jacinto is in his first year at a private school.

____ I think that being too strict could be bad for a child.

Poll on the Role of Family Members

TO THE STUDENT:

Conduct a poll to find out what your friends and family think about family roles and relationships. Follow the directions of your teacher to write some statements about the family. Have people check (✓) whether they agree or disagree with your statements. Two statements are written on the form below to give you a start.

Questionnaire

Next to each statement below, check (✓) agree if you think the statement is correct. Check disagree if you think the statement is wrong.

	AGREE	DISAGREE
1. It is often good for wives to work outside the home.		
2. Parents almost always know what is best for their children.		
3.		
4.		
5.		
6.		
7.		

STRATEGY 5

The most colorful and exciting occasions for Mexican Catholics are the fiestas that are held to celebrate holidays. Fiestas were first organized by early Catholic missionaries as celebrations to substitute for Indian religious holidays. As such, they allowed popular Indian rituals and practices to be incorporated into Catholic worship.

Today fiestas combine religion and fun. There are many fiestas throughout the year--on saints' days and other religious holidays and sometimes on national holidays. The religious part of the celebration consists of a mass and a procession in honor of a patron saint. The fun includes merry-go-rounds and ferris wheels, puppet shows, music, folk dances, the selling of handicrafts, and the breaking of a pinata.

Concepts

- Culture
- Cultural diffusion

Understandings

- The artistic and recreational activities of people are a reflection of their values and beliefs.
- The folklore and literature of a people help to produce a national identity.
- Increased contact between cultural groups results in cultural diffusion.

Content Objectives: Students will be able to:

- Analyze the values and beliefs of the Mexican people as reflected in various aspects of their folk culture.
- Explain the fusion of Indian and Spanish customs and traditions typical of fiesta celebrations.

Skills Objectives: Students will be able to:

- Create a Mexican mini-fiesta. (participate effectively in a group project)

Springboard to the Activity

- Have students brainstorm a list of holidays celebrated in the United States.
- Ask:
  - What customs and traditions are associated with these holidays?
  - What can these holidays tell us about the variety of people in our country, our traditions, and the importance we give family and religion?
- Tell students that they will recreate a holiday celebrated several times a year in Mexico--the fiesta.

Development

- Divide the class into small groups, and distribute one portion of Worksheet D-5, "Mexican Fiesta Activities" to each group. (Note: A variety of activities is presented on the worksheet. Select those that are most feasible. Assign one activity to each small group.) Give students sufficient time to prepare their activities. (Materials may have to be brought from home, and food may need to be prepared at home.)

- Run a mini-fiesta, to which other classes (and perhaps parents) can be invited. Groups that have made handicrafts should set up booths or tables in the classroom to display their work. As hosts at these booths, the groups should explain their activities. Groups that have prepared a skit based on a Mexican legend or that have practiced a folk song should perform for all guests at the beginning or end of the fiesta.

  Students might wear costumes on the day of the fiesta. Traditional Mexican dress might include, for the girls, white blouses trimmed with embroidered flowers, long colorful skirts, sandals, bows or flowers pinned to hair. Boys can wear white shirts and light colored pants, sandals and straw hats. Traditional Mexican music (borrowed from the public library) can be played to add to the atmosphere.

- As a follow up to the fiesta, have students explain their answers to the following questions:

  - What does the folk culture of the Mexican people tell us about their way of life, their beliefs, and what they think is important? (The folk culture of Mexico suggests the influence of Catholicism and the influence of Indian and Spanish heritages.)

  - Spanish Catholic missionaries introduced the fiesta to Mexico. Yet there are many Indian customs in the fiesta. Why do you think there are so many Indian ways in the fiesta celebrations? (Students should infer that the Spanish missionaries, in order to win Indian converts, allowed Indian practices to be incorporated into Catholic celebrations.)

  - Were the early Catholic missionaries wise to let the Mexican people practice their Indian customs as part of the new religion? Why or why not? (Accept all reasonable responses.)

  - Why do you think Mexican people today look forward to the many fiestas celebrated throughout the year? (The fiestas combine religion and fun, both of which continue to be important in the lives of Mexicans.)

  - How do our holiday celebrations in the United States compare to the Mexican fiesta? In which country would you rather celebrate holidays? Explain. (Accept all reasonable responses.)

Summary/Application

- Have students research and report to the class on Mexican customs and traditions peculiar to specific holidays and holy days, e.g., Independence Day (September 15), November 20 (when the Revolution of 1910 broke out), All Saints' Day (November 1), All Souls' Day (November 2), Christmas, the Feast of St. James (Santiago), and the Feast of Our Lady of Guadalupe.

Mexican Fiesta Activities

TO THE STUDENT:

The following activities are associated with fiesta celebrations in Mexico. Your teacher will assign one or more of these activities to you as your class prepares its own Mexican fiesta.

MASKS

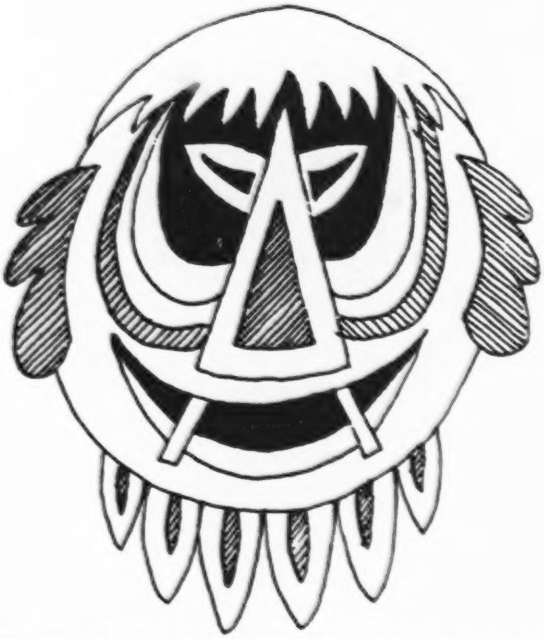
BACKGROUND: Children of Mexico wear masks for almost any festival. Masks are made from wood, tin, papier mâché, or cardboard. The most enjoyable faces are usually grotesque and funny.

MATERIALS:

White paper plates	Felt-tip markers
Glue	Pencils
Scissors	Stapler

PROCEDURE:

1. Draw on the paper plate with felt-tip markers.
2. Pieces may be cut from other paper plates and may be glued or stapled to the central plate. These could represent a headdress, ears, beard, or a collar.
3. Carefully darken in the appropriate areas to give depth to the face.



Thirteen fiesta activities from Joyce St. Germain and Nancy Turski, *Latin-American Crafts: A Resource Book for Teacher* (West Hartford, CT: West Hartford Public Schools, 1982).

MARACAS

BACKGROUND: Early musical instruments of Mexico consisted of wooden drums and flutes made of wood, reeds, clay, shells, or bone. Clay, gourd, and bone were also fashioned into rattles. Some very ancient forms of maracas may be found in the museums of Mexico.

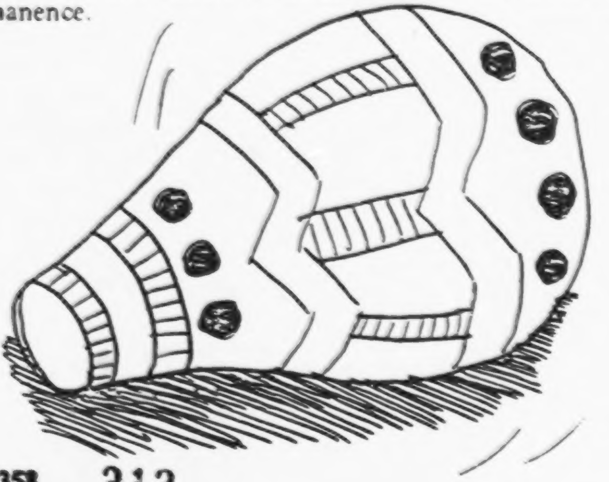
Most Mexican instruments are produced today in two forms – quality musical devices and scaled-down children's toys. Even the very smallest toy instruments are capable of producing sound.

MATERIALS:

Newspapers, paper toweling, or any absorbent paper
Scissors, or paper cutter
Paste thinned to the consistency of cream
Container for mixing paste
Large burned-out electric light bulb
Sandpaper
Paints (tempera, enamel, oil paint, etc.) and brushes
Clear plastic spray, shellac, or varnish for protecting finish if tempera paint is used

PROCEDURE:

1. Cut newspaper into strips, approximately ½" wide.
2. Mix the paste in a bowl or pan to the consistency of cream.
3. Place a strip of paper into the paste until it is saturated. Remove the strip from the bowl and wipe off the excess paste by pulling it between the fingers.
4. Apply the paste-saturated strip directly to the light bulb.
5. Continue to apply strips until the entire bulb is covered. Repeat until at least six layers of paper strips are applied. (The number of layers can be readily counted if a different kind or color of paper is used for each layer.) The strength of the finished maraca will be much greater if each strip is applied in a different direction. Also, make sure that all wrinkles and bubbles are removed after each strip is added.
6. Place the maraca on a crumpled piece of paper and allow to dry thoroughly. (Crumpled paper allows the air to circulate around the maraca.)
7. When the maraca is completely dry, rap the maraca against the floor, to break the bulb inside the paper covering. The broken pieces of glass provide the sound when shaken. If a hole is punctured it is easily repaired with the addition of more strips.
8. Sandpaper the surface until smooth. Decorate with colorful designs.
9. If tempera paint is used for decorating, the surface should be sprayed with clear plastic or painted with shellac or varnish for permanence.



OJO DE DIOS (EYE OF GOD)

BACKGROUND: To the wise Mexican Indians, the God's Eye was a sacred decoration that brought good fortune, luck, health, and long life. The colorful weaving represented the "eye of God" and all His good powers. Even today, God's Eyes are believed to bring happiness and good luck – and everyone can use some of each.

God's Eyes can be made in many designs and shapes and can be hung on walls, in windows or as mobiles; worn as hair ornaments and other types of jewelry; or carried as "good luck" charms if sufficiently small.

The custom of making an Ojo de Dios is believed to have begun among the Indians of Jalisco and Nayarit. It was made by the father of an infant to bring a long and healthy life to the child. When the child is born, the father weaves the center God's eye. An additional God's eye is added on each birthday until the child's fifth birthday.

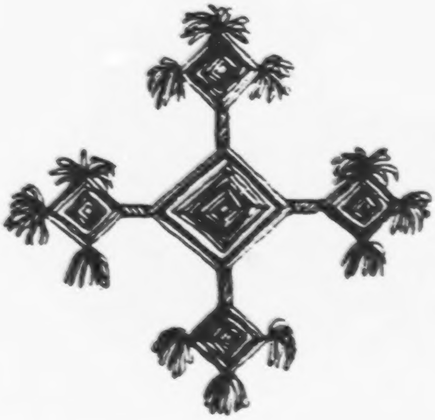
Ojo de Dios seems to be a universal symbol that is used as decorative art and as a good omen to bring luck to the home. They are found in homes in Egypt, Africa and Native North Americans as well as Mexico.

MATERIALS:

White glue
Scissors
Yarn
Ice cream sticks

PROCEDURE:

1. Cross two popsicle sticks in middle, tie with yarn to keep sticks spread apart
2. Weave yarn over one leg, then under and around same leg.
3. Knot different colors together and continue weaving.
4. End yarn with a touch of white glue.



PIÑATA

BACKGROUND: The piñata was first used in Italy during the time of the Renaissance. A piñata was considered as a source of delightful entertainment especially at masquerade parties. This custom spread from Italy to Spain, and then to Mexico. The piñatas which break the best are those which are made of terra-cotta and covered with crepe paper or colored paper combined with papier mâché. Many fun designs have produced pinatas which resemble globes, animals, stars, people, or cakes.

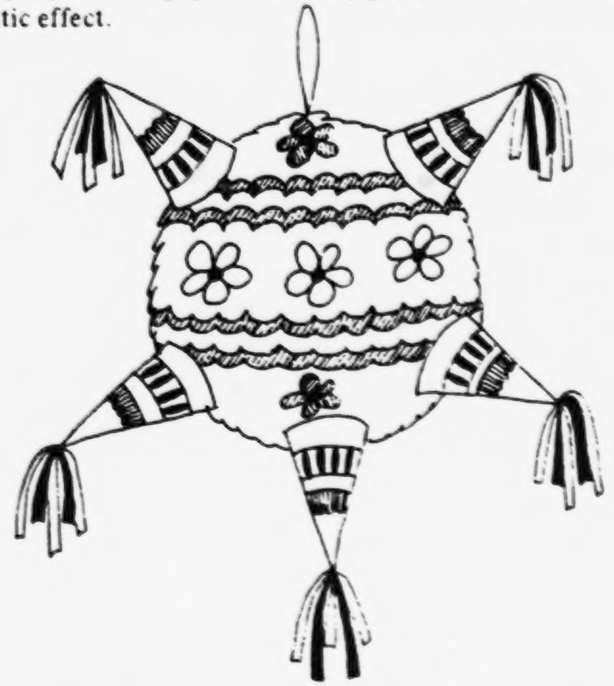
To play, the piñata is hung from a high place, children are blindfolded; each takes a turn to break the piñata with a stick. A leader holds a rope attached to the piñata. He pulls the rope up or down to increase the difficulty of the target.

When the piñata has been broken there is much fun and excitement as everyone struggles to claim the most rewards for himself.

Piñatas may be filled with toys, candies, fruits, money, vegetables, and various other surprises. The piñatas that are made of papier mâché and brightly colored paper over a clay pot are the most fun because the bursting of the pot produces a dramatic effect.

MATERIALS:

Paper bag (lunch size)
Newspaper
Crepe paper and tissue paper
Construction paper circles (12" diameter)
Stapler, scissors
White glue
Pattern, if desired
Poster paints and brushes



PROCEDURE

1. Crumble pieces of newspaper and stuff them inside the paper bag. Secure the top with a rubber band, forming a sphere. The newspaper may be removed when you are ready to fill the finished pinata.
2. Paint the sack a solid color. It may help to hang the sack on a clothesline while the paint is drying.
3. To make a satellite pinata, form several cones from circles that have been cut into quarters. Glue or staple the cones together and glue or tape them to the sphere.
4. Fringe cut from crepe or tissue paper may be glued at each cone's apex.
5. Paint designs on the sphere and on the attached cones.
6. Staple some string for hanging to the top of the pinata or push a coat hanger wire through the sphere.

TISSUE PAPER FLOWERS

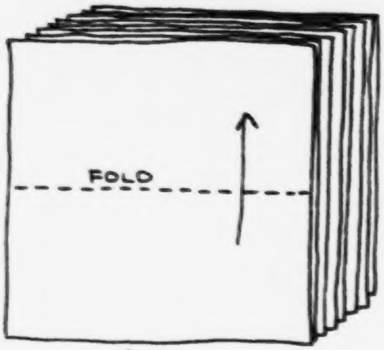
BACKGROUND: Tissue paper flowers and cutouts are used in Mexico as decorations during festivals and church holidays. They may be seen in the streets of most Mexican towns during the holiday season.

MATERIALS:

Tissue paper squares (five to 10 inches)
Heavy wire (coat hanger is fine)
Green tape

PROCEDURE:

1. Make a stack of eight tissue paper squares.
2. Keeping the stack together, fold the squares two times to yield a smaller square.
3. Cut a heart shape using the closed corner as the base of your heart.
4. Unfold the heart shape to look like the diagram and place a staple in the middle of the flower.
5. Begin at the top of the tissue stack and lift and crimp to the center, one layer of tissue at a time.
6. Do step number five with each layer of tissue, squeeze near the staple.
7. To mount the flower, fasten the bottom layer of tissue around the piece of heavy wire and cover the tissue and wire with green tape. Tape or glue tightly.



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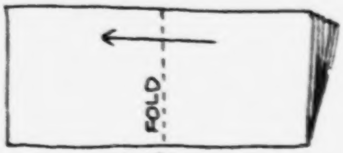

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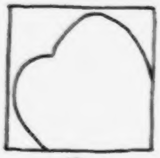

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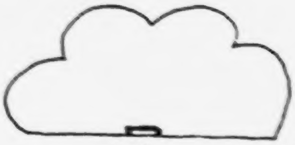

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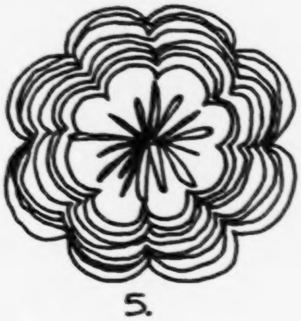

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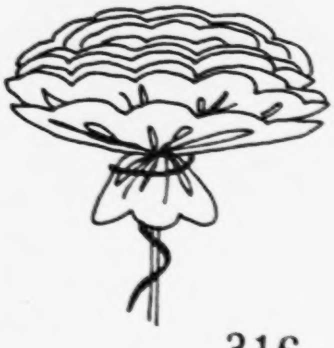


YARN PAINTING

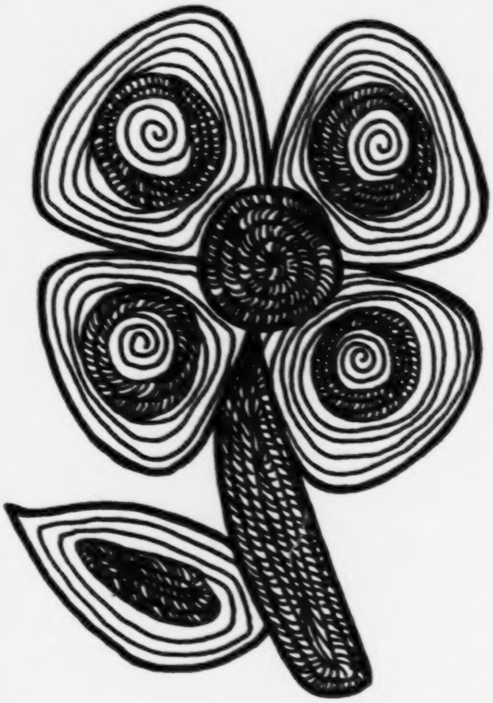
BACKGROUND: The yarn paintings of Mexico are called Ofrendas, or picture offerings to God. They are generally made on thin boards, about the size of this page (or smaller). The boards are coated with a thin layer of wax. The artist presses different colors of yarn (fitted tightly together on the board) to form abstract designs or animals.

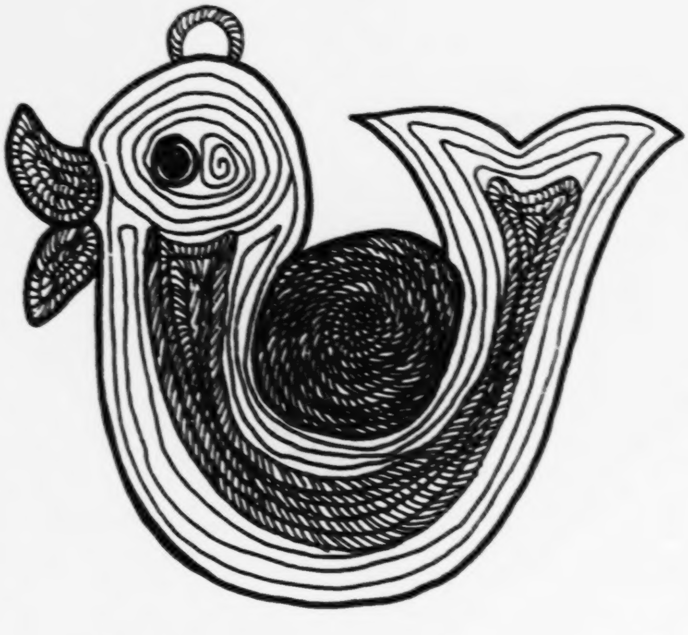
MATERIALS:

- Cardboard – medium weight
- White glue
- Colorful yarn
- Patterns – if desired
- Scissors
- Carbon paper to transfer designs
- Wax paper

PROCEDURE:

1. Use carbon paper to transfer a design to your piece of cardboard or draw your own design.
2. Cut out the design. Place the design on a piece of wax paper.
3. If you want to hang your completed yarn painting, glue a loop of yarn, for hanging, in place at this time.
4. Complete one side by spreading a thin layer of white glue on one section at a time. Tightly coil the pieces of yarn into place. Do the small designs first and then the background.
5. When one side of the design is completed, turn the cardboard over and complete the other side.





BROWN SUGAR CANDY

BROWN SUGAR CANDY (DULCE DE PILONCILLO)

BACKGROUND: Most Mexicans like their candy really sweet. In the market places and in the streets at fiestas, you will see vendors carrying trays high overhead, heaped with thick squares of colored creamy candy.

INGREDIENTS:

½ C.	(120ml.)	Brown sugar
2 Tbs.	(30ml.)	Water
¾ tsp.	(3.7ml.)	Vinegar
¾ tsp.	(3.7ml.)	Butter
¼ C.	(60ml.)	Broken pecans or walnuts

PROCEDURE:

1. Mix the brown sugar, water, vinegar and butter in a saucepan.
2. Stir and cook over low heat about fifteen minutes until mixture spins a thread when dropped from a spoon into cold water.
3. Add the nuts.
4. Remove the mixture from the heat and beat until creamy.
5. Drop from a spoon onto waxed paper and allow to cool. This recipe makes about 5 candies.

BUTTERCAKES (MANTICADOS)

BACKGROUND: In ancient Mexico, cakes were not prepared because people did not have wheat flour, sugar or butter. A typical dessert was sweet tamales stuffed with fruit. These buttercakes are a sweet enjoyed by Mexican children today.

INGREDIENTS:

2½ Tbs.	(40ml.)	Butter or margarine
2½ Tbs.	(40ml.)	Sugar
1		Egg
1/3 C.	(80ml.)	Flour, sifted
1 tsp.	(5ml.)	Powdered sugar

PROCEDURE:

1. Cream together butter and sugar.
2. Add eggs and beat.
3. Add flour gradually.
4. Beat until smooth.
5. Pour into two dozen muffin tins lined with paper cups.
6. Sprinkle with powdered sugar.
7. Bake at 375°F, 190°C fifteen to twenty minutes.

CHIMICHANGAS (DEEP FRIED FILLED TORTILLAS)

BACKGROUND: A common variation of the taco or quesadilla is a regional dish from the state of Sonora called Chimichangas.

INGREDIENTS:

	6		Flour tortillas (7" diameter)
	1 C.	(240ml.)	Meat filling (recipe follows)
Filling:			
	½ lb.	(225gm.)	Lean ground beef
	1 Tbs.	(15ml.)	Oil or lard
	¼ C.	(60ml.)	Onion, chopped
	1 Tbs.	(15ml.)	Red chili sauce

Filling Procedure:

1. In frying pan, brown the beef, adding oil or lard if needed.
2. Add onion and cook until soft.
3. Moisten with red chili sauce.
4. Slowly simmer for ten minutes.

PROCEDURE:

1. If time permits, have children make the filling. If not, have it ready for them to use.
2. Spoon 3 Tbs. (45ml.) filling down center of tortilla.
3. Roll tortilla around filling and fasten with a toothpick.
4. Fry in 1" of hot oil over medium heat (about 350°F. 176°C) turning until golden.
5. Drain on paper towels.

TACOS

BACKGROUND: The word "taco" actually means a "snack". In popular usage it has come to mean a particular dish. The word now means a sandwich type of snack with meat filling, garnish and spicy sauce. Sometimes the tortillas are folded in half, often they are rolled all the way around the filling, depending on the region.

INGREDIENTS:

One		Tortilla for each child
1 Tbs.	(15ml.)	Precooked, shredded or ground meat (beef, pork, or chicken)
		Shredded lettuce
		Chopped tomatoes
		Grated cheese
		Optional: cilantro (Mexican or Chinese parsley)
		Salsa (Mexican sauce used in many dishes, sometimes too spicy for children)

PROCEDURE:

1. Preheat oil in fry pan for cooking tortillas.
2. If the child chooses to have tortilla folded in half, have him place tortilla in oil, fry lightly on one side, turn over and fold in half with tongs.
3. Fry both sides of tortilla to desired crispness.
4. Drain on paper towel.
5. Fill with meat and desired condiments.
6. If rolled taco is preferred, have the child place the meat in the tortilla and roll before frying.

TORTILLAS

BACKGROUND: In Mexico, corn is ground into flour and mixed with water to create a soft flat bread which is eaten plain or may be filled with some other food and rolled and eaten.

Every culture has its own type of bread. Each bread has some common and some different elements depending on the culture and the climate where the group of people live.

INGREDIENTS:

4 Tbs.	(60ml.)	Masa Harina (corn flour)
3 Tbs.	(45ml.)	Water

PROCEDURE:

1. Mix the Masa Harina and water. Knead to make dough more pliable.
2. Roll into two balls.
3. Flatten by hand or press on wax paper.
4. Brush skillet with oil and fry briefly on both sides.

COYOTE AND SHEEP

This game requires eight to twelve players, two teams. The leaders are one shepherd and one coyote. The rest of the team members are sheep.

PROCEDURE:

1. The children of each team line up facing each other single file. With the leaders in front the two lines approach each other.
2. As the coyote approaches, this dialogue occurs:
   Shepherd: What does the coyote want?
   Coyote: I want fat meat!
   Shepherd: Then go to the end of the line where the fattest sheep are.
3. When the Shepherd says this, the coyote breaks for the end of the line and tries to tag the last sheep.
4. The Shepherd defends his flock by extending his arms in all directions to prevent the coyote from getting his last sheep. The line may help by weaving.
5. Lines may not be broken. If they are, the Shepherd becomes the next coyote and the next man in line becomes the Shepherd.
6. The game change in number 5 occurs when the coyote tags the last player in line.

LA PELOTA (THE BALL)

This game requires two or more players.

PROCEDURE:

1. a 12" - 18" circle target should be placed on the floor, 5' to 10' from the group.
2. The players take turns rolling a ball within the circle.
3. Those who miss the target pay a forfeit. Some examples of forfeits may be:
   a. Bend your head to the floor.
   b. Laugh three different ways.
   c. Say: Bob's Big Black Bear Bit a Big Blue Bug – three times quickly.
   d. Pantomime a babysitter caring for a crying baby.
   e. Imitate a girl combing her hair at a mirror.

Read the following famous Mexican legend. Then act out the parts of the different characters. If possible, wear costumes and create scenery when you perform the legend at your class fiesta.

The Parts: The Aztec Emperor
His daughter Iztaccihuatl
Her lover, Popocatepetl
The emperor's brave warriors

THE LEGEND OF IZTACCIHUATL AND POPOCATEPETL

The volcanoes, Iztaccíhuatl, the Sleeping Lady, and Popocatepetl, the Smoking Mountain, are the two highest mountains in the chain that surrounds the valley of Mexico. Both are always covered with snow and no one who goes to Mexico City will ever forget these two majestically beautiful peaks southeast of the city.

If you ask a Mexican about the mountains he will undoubtedly tell you this lovely legend:

Many years ago, during the time of the Aztec rule, a great Aztec emperor had an only child, his beautiful daughter Iztaccíhuatl, who would one day become ruler of this fair land. Her childhood friend and companion, Popocatepetl, although not a prince, became a strong and brave warrior, and Popo and Izta were very much in love. When the emperor grew old and was no longer able to lead his men in battle, his enemies united against him in war and planned to divide his empire. The old emperor called together all his brave warriors and promised that his daughter, the princess, would marry the one who could defeat his enemies.

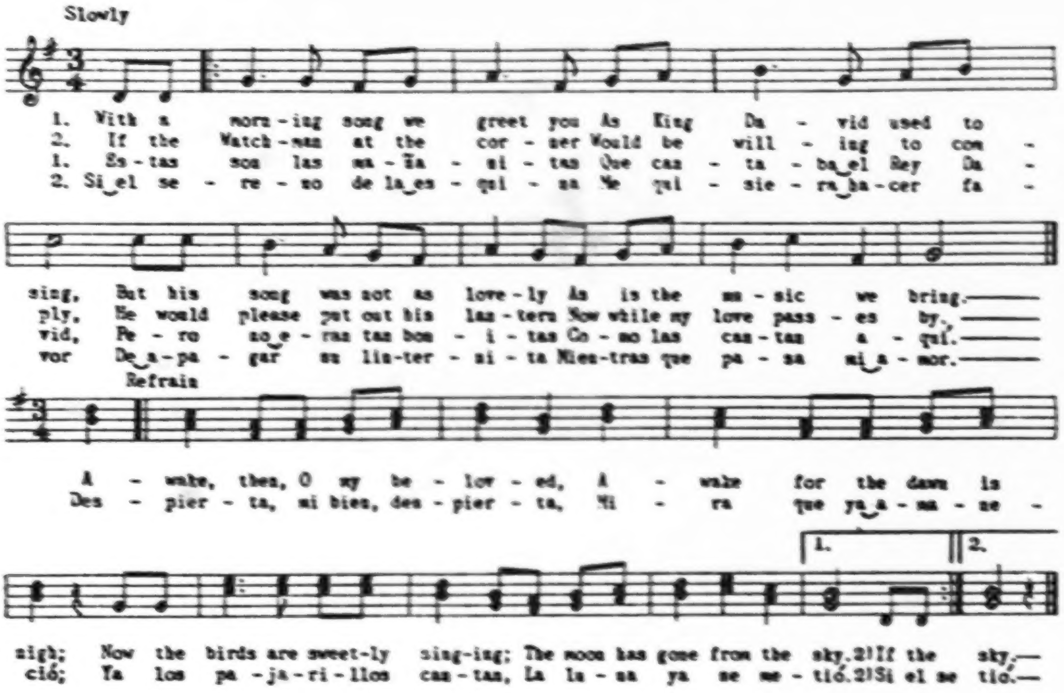
The war lasted for many years and there was much cruel fighting and bloodshed. Because of his outstanding bravery, Popo finally overcame the enemy and won the war, and he made ready to return to the emperor and marry the princess. His rivals, the other brave warriors, were very jealous, however, and sent word ahead that Popo had been killed in battle. When the princess heard this, she became ill of a strange disease that no medicine man could cure and, in a short time, she died.

Popocatepetl returned in triumph, but his heart was broken when he found that Iztaccíhuatl was dead. So he built a great pyramid for her and laid her on it. Beside it he built another pyramid for himself, where he stands to this day watching over her. Over the years snow has covered both the sleeping princess and the brave warrior, and it is their snow-covered bodies we see when we look up at the two mighty volcanoes, Iztaccíhuatl and Popocatepetl.

United Nations Children's Fund *Hi Neighbor, Book 4* (New York: Hastings House, Publishers, 1961), p. 38.

Practice together the following Mexican song. If possible, have a student or the teacher accompany you on a piano or guitar. Then perform the song at your class fiesta.

MORNING SONG LAS MAÑANITAS


Slowly
1. With a morn-ing song we greet you As King Da - vid used to sing, But his song was not as love-ly As is the mu - sic we bring.
2. If the Watch-man at the cor - ner Would be will - ing to com - ply, He would please put out his lan-tern Now while my love pass - es by.
1. Es-tas son las ma-ña - ni - tas Que can - ta - ba el Rey Da - vid, Pe - ro no e - ran tan bon - i - tas Co - mo las can - tan a - quí.
2. Si el se - re - no de la es - qui - na Me qui - sie - ra ha-cer fa - vor De a-pa - gar su lin-ter - ni - ta Mien-tras que pa - sa mi a - mor.
Refrain
A - wake, then, O my be - lov - ed, A - wake for the dawn is nigh; Now the birds are sweet-ly sing-ing; The moon has gone from the sky. 2) If the sky.
Des - pier - ta, mi bien, des - pier - ta, Mi - ra que ya a - ma - ne - ció; Ya los pa - ja - ri - llos can - tan, La lu - na ya se me - tió. 2) Si el se tió.
1. 2.

United Nations Children's Fund *Hi Neighbor, Book 4* (New York: Hastings House, Publishers, 1961), p. 41.

STRATEGY 6

Similarities and differences exist between the way Mexican and American children see the major issues of their future.

Concepts

- Culture
- Stereotypes
- Empathy

Understandings

- The culture in which people live influences their opportunities for personal growth and development.
- People often form an oversimplified or entirely false mental picture of another culture.
- Human beings around the world have similar experiences, behaviors and concerns.

Content Objectives: Students will be able to:

- Describe the activities and concerns of Mexican children.
- Identify Mexican stereotypes of Americans and analyze their own stereotypes of Mexicans.
- Identify the different points of view held by Mexican children on various issues.

Skills Objectives: Students will be able to:

- Identify the activities of Mexican children shown in photographs. (interpreting photographs)
- Compare and contrast the activities of Mexican and American children. (comparing and contrasting)
- Compare and contrast their own concerns for the future with those of Mexican children. (comparing and contrasting)

Springboard to the Activity

- Distribute Worksheet D-6A, "The Faces of Mexico" and have students, working in pairs, complete the chart as directed. Review their responses.

- Ask students:

  - From the photos, what are the differences between the lives of Mexican children and children in the United States? What are some ways in which they are alike?

  - Why are there differences between the things Mexican and U.S. children are likely to do?

  - Based on the photos, would you rather be a Mexican child or an American child?

- Tell students that, having examined the faces of Mexican children, they will now listen to the voices of Mexican children.

Development

- Ask students to write down what they feel are the five most important issues facing the United States in the 21st century. On the chalkboard, have students compile their individual lists into a class list of U.S. concerns. By class consensus, rank the problems in order of importance.

- Now, distribute Worksheet D-6B, "The Voices of Mexico." Have students read the worksheet, perhaps aloud. Be sure students understand that gringo is a Spanish word for North American that may imply dislike. Experts think it comes from the first two words in the song "Green Grow the Rushes, O," sung by American soldiers during the Mexican War. Then have students complete the exercise and review it. Finally, have students explain their answers to the following questions:

  - What are Mexican children today concerned about? (They are concerned about their lack of power to influence their nation's decisions, about the oil being taken from their land, about overpopulation, about national security, about industrialization, etc.)

  - Is it strange that Mexican children have different points of view about many issues? Explain. (Students should recognize that, like Americans, Mexicans disagree on many issues.)

  - How do Mexican children's concerns compare with your own (listed on the chalkboard)? Are the different points of view expressed by the Mexican children found in the United States too? Explain. (Students should recognize similarities between their concerns and some of those expressed by the Mexican children.)

  - Do you think any of the concerns expressed are common to all children? (Students should recognize that some concerns are common to all children, for example, their nation's security, their ability to shape the future, etc.)

  - Which concerns expressed by the Mexican children are more likely felt by children in a developing country than in an industrialized country? Explain. (Concern about overpopulation and the exploitation of natural resources are more likely to be felt in a developing country.)

  - What do you think about Mexican children's view of "gringos"? Are these images true? Are they stereotypes? What kinds of stereotypes about Mexicans exist in the United States? How much truth is there in these images? Explain. (Mexican children's view of "gringos," expressed here, is a stereotype. Some Americans stereotype Mexicans as "revolutionaries," "lazy," "eaters of tacos," etc. Students should, as this subtheme concludes, recognize these views as stereotypes.)

Summary/Application

- Have students write original poems or essays on one of the issues they identified as being critical to their own futures. Or have students write an "If I were President..." essay. Have them make a journal, scrapbook or bulletin-board display.

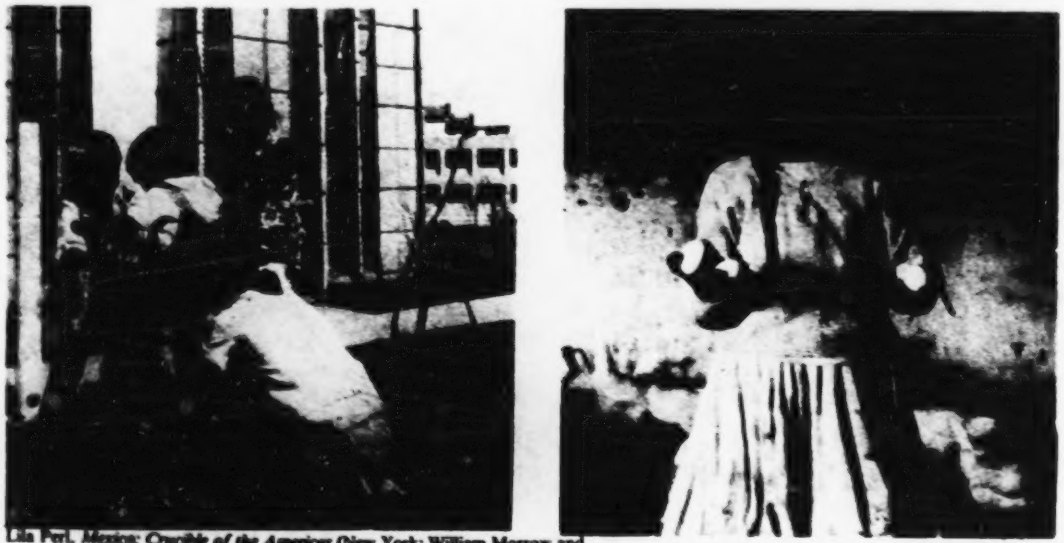
Suggested Activity

- Display the semantic map and list of categories that you drew on oaktag in connection with Strategy 1 in Subtheme A. Ask the class what changes they want to make now that they have studied about the land and people of Mexico. Write in those changes on the diagram and on the listing of categories. Leave this on display in the classroom.

The Faces of Mexico

TO THE STUDENT:

Examine each of the photographs below. Then complete the exercise which follows.



Lila Perl, *Mexico: Crucible of the Americas* (New York: William Morrow and Company, 1978), p. 140.

United Nations. Reproduced in Lila Perl, *Mexico: Crucible of the Americas* (New York: William Morrow and Company, 1978), p. 137.

Photos from Lila Perl, *Mexico: Crucible of the Americas* (New York: William Morrow and Company, 1978).

TO THE STUDENT:

Study the photographs of Mexican children. In Column A below, list the activities you see in the photographs. Put a check (✓) in Column B if U.S. children are likely to do the same thing. Put a check in Column C if U.S. children are not likely to do the same thing.

Column A ACTIVITIES OF MEXICAN CHILDREN	Column B MOST AMERICAN CHILDREN DO THE SAME THING	Column B MOST AMERICAN CHILDREN DO NOT DO IT

The Voices of Mexico

TO THE STUDENT:

The following statements about Mexico were made by Mexican children. Read each statement and then complete the exercise which follows.

1. Mexico is our country.
It has lots of children
who are Mexicans
like us.
Everybody
is Mexican.
I love you, Mexico,
because you are beautiful.

2. The saddest part is that we
children do not take part in important
matters. That is the sad
story of children in any
country. They do not know if we want
more bombs, they do not know if we
want this or the other.

3. I think it is bad to take oil out of the ground
because it wounds the ground. It's like us
and our skin and our blood. Oil is the
blood of the land.

4. What we're really doing well in is black gold,
or oil.

5. I hope that no more children will be born
because Mexico is flooded with kids.
If we have too many millions, soon
we are not going to fit.

6. I hope that there will be more Mexicans so we can make a great Mexico.

7. I think that Mexico is like a big house for all Mexicans. Although it is not rich, it is very much ours, and we will defend it at the risk of our own lives. We will fight for our country.

8. Some gringos are short, but the short people there are taller than the short ones in Mexico. They are not messy; and they do not litter in the U.S.A. The gringos live very far away from Mexico. They don't eat beans or squash or corn. There is not a trace of cockroaches, rats, insects, because there is no littering.

9. Not all gringos are bad.

10. If I were president, first I would lower prices. Then I would sell land and build factories, hospitals, highways, soccer fields, baseball fields, and schools so that all of the children could study in the mornings. I would raise the salaries of everyone who worked. I would also tear down the houses which are no good and build new ones. Also I would not sell Mexico's oil to foreigners because it belongs to Mexico.

11. My grandfather gets really mad because the government gives tractors to the campesinos. He says that the campesino works alone in the fields and he doesn't have anybody to talk to. So he used to talk to his team of oxen, but now there's no way of talking to tractors. They can't hear.

TO THE STUDENT:

Read statements 1-11 on the first pages of this worksheet. In Column 1 list some of the concerns of Mexican children. Check (✓) Column 2 if the Mexican concern is also a concern of American children. One example is given to help you.

Column 1 Concerns of Mexican children	Column 2 Are these also concerns of American children?
1. Mexican children do not have a say in important national matters.	
2. ____________	
3. ____________	
4. ____________	
5. ____________	
6. ____________	

Evaluation Form

EVALUATION OF SOCIAL STUDIES GRADE 5 LEARNING ACTIVITIES

1. Are the goals of this course of study clear?

☐ Yes ☐ No ☐ Not Sure

Explain ______________________________

____

____

2. Does this curriculum guide meet your students' needs?

☐ Yes ☐ No ☐ Not Sure

Explain ______________________________

____

____

3. Is the format of this guide useful?

☐ Yes ☐ No ☐ Not Sure

Explain ______________________________

____

____

4. Is the guide well organized?

☐ Yes ☐ No ☐ Not Sure

Explain ______________________________

____

____

5. Is there sufficient emphasis on reading skills and map skills?

☐ Yes ☐ No ☐ Not Sure

Explain ______________________________

____

____

6. Is there sufficient emphasis on writing skills?

☐ Yes ☐ No ☐ Not Sure

Explain ______________________________

____

____

7. Are the materials on an appropriate reading level for your students?

☐ Yes ☐ No ☐ Not Sure

Explain ______________________________

____

____

8. Was the interest level of the materials high among students?

☐ Yes ☐ No ☐ Not Sure

Explain ______________________________

____

____

9. Would you make changes in the types of learning activities presented in this guide?

☐ Yes ☐ No ☐ Not Sure

Explain ______________________________

____

____

10. Did the learning activities enable the students to achieve the performance objectives?

☐ Yes ☐ No ☐ Not Sure

Explain ______________________________

____

____

11. Was there a sufficient variety of activities in the learning strategies?

☐ Yes ☐ No ☐ Not Sure

Explain ______________________________

____

____

12. Do you think there will be any difficulty in implementing this course?

☐ Yes ☐ No ☐ Not Sure

Explain ______________________________

____

____

13. What additions, deletions, or changes in sequence would you recommend for Theme I, "The Geography of Planet Earth Influences the Ways People Live"?

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14. What additions, deletions, or changes in sequence would you recommend for Theme II, "Our Mexican Neighbors Have Been Affected by Their Environment"?

15. What do you consider to be the overall strengths and/or weaknesses of the Social Studies Grade 5 course outline?

16. What changes would you make to improve the quality of this curriculum guide?

17. Do you have any additional comments?